

SOCIAL STUDIES EDUCATION

Primary 2

Teacher's Guide

Revised Edition 2024

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present Primary 2 Social and religious Studies teacher's Guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Social and Religious Studies subject in Lower primary school. The Rwanda educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies, and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This contrasts with traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing, and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, as a teacher your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher`s guide is self- explanatory so that you can easily use it. It is divided in 3 parts:

The part 1: Explains the structure of this book and gives you the methodological guidance;

The part 2: Gives the sample lesson plans as reference for your lesson planning process;

The part 3: Provides details the teaching guidance for each concept given in the student book.

Even though this teacher`s guide contains the answers for all activities given in the learner`s book, you are requested to work through each question and activity before judging learner`s findings.

I wish to sincerely appreciate all people who contributed towards the development of this teacher`s guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to Ministry of National Unity and Civic Engagement (MINUBUMWE), Never Again, AIGIS TRUST who provided their

expertise; primary schools and the University of Rwanda which provided teachers and lecturers who diligently worked to the successful completion of editing this teacher`s guide. Any comment or contribution is welcome for the improvement of this textbook for the next edition.



Dr. MBARUSHIMANA Nelson

Director General, REB

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Joan MURUNGI,



**Head of Curriculum, Teaching and Learning
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Table of Content

| | |
|--|------------|
| FOREWORD | iii |
| ACKNOWLEDGMENTS | vi |
| I. STRUCTURE OF TEACHER'S GUIDE | 1 |
| 1.0 Methodological guidance | 3 |
| SAMPLE LESSON PLAN | 19 |
| SOCIAL STUDIES PART | 23 |
| PART III: UNIT DEVELOPMENT | 23 |
| UNIT 1: THE FAMILY | 24 |
| 1.1 Key unit competence..... | 24 |
| 1.2 Prerequisite | 24 |
| 1.3 Addressing cross-cutting issues | 24 |
| 1.4 Guidance to the introductory activity | 24 |
| 1.5 List of lessons/sub-heading | 25 |
| 1.6 Additional information for the teacher | 27 |
| 1.7 End unit assessment | 27 |
| 1.8 Additional activities..... | 29 |
| UNIT 2: LOCAL GOVERNMENT ORGANIZATION | 30 |
| 2.1 Key unit competence..... | 30 |
| 2.2 Prerequisite | 30 |
| 2.3 Addressing cross-cutting issues | 30 |
| 2.4 Guidance to the introductory activity | 31 |
| 2.5 List of lessons/sub-heading (including assessment) | 31 |

| | |
|---|-----------|
| 2.6 Additional information for the teacher | 38 |
| 2.7 End unit assessment | 38 |
| 2.8 Additional activities..... | 39 |
| UNIT 3: HYGIENE..... | 40 |
| 3.1 Key unit competence..... | 40 |
| 3.2 Prerequisite | 40 |
| 3.3. Addressing cross-cutting issues | 40 |
| 3.4 Guidance to the introductory activity | 40 |
| 3.5 List of lessons/sub-heading | 41 |
| 3.6 Additional information for the teacher | 47 |
| 3.7 End unit assessment | 48 |
| 3.8 Additional activities..... | 48 |
| UNIT 4: DISEASES | 50 |
| 4.1 Key unit competence..... | 50 |
| 4.2 Prerequisite | 50 |
| 4.3 Addressing cross-cutting issues | 50 |
| 4.4 Guidance to the introductory activity | 50 |
| 3.5 List of lessons/sub-heading | 51 |
| 4.6 Additional information for the teacher | 53 |
| 4.7 End unit assessment | 54 |
| 4.8 Additional activities..... | 54 |
| UNIT 5: LIVING IN HARMONY AND GOOD BEHAVIORS | 55 |
| 5.1 Key unit competence..... | 55 |
| 5.2 Prerequisite | 55 |
| 5.3 Addressing cross-cutting issues | 55 |
| 5.4 Guidance to the introductory activity | 55 |
| 5.5 List of lessons | 56 |
| 5.6 Additional information..... | 63 |
| 5.7 End of Unit Assessment..... | 63 |

| | |
|--|-----------|
| 5.8 Additional activities..... | 64 |
| UNIT 6: ECONOMY | 65 |
| 6.1 Key unit competence..... | 65 |
| 6.2 Prerequisite | 65 |
| 6.3 Addressing cross-cutting issues | 65 |
| 6.4 Guidance to the introductory activity | 66 |
| 6.5 List of Lessons:..... | 66 |
| 6.6 Additional information for the teacher | 73 |
| 6.7 End unit assessment | 74 |
| 6.8 Additional activities..... | 76 |
| UNIT 7: ENVIRONMENT | 77 |
| 7.1 Key unit competence..... | 77 |
| 7.2 Prerequisite | 77 |
| 7.3 Addressing cross-cutting issues | 77 |
| 7.4 Guidance to the introductory activity | 77 |
| 7.5 List of lessons/sub-heading | 78 |
| 7.6 Additional information for the teacher | 84 |
| 7.7 End unit assessment | 87 |
| 7.9 Additional activities..... | 89 |
| UNIT 8: TRANSPORT AND COMMUNICATION | 90 |
| 8.1 Key unit competence..... | 90 |
| 8.2 Prerequisite | 90 |
| 8.3 Addressing cross-cutting issues | 90 |
| 8.4 Guidance to the introductory activity | 91 |
| 8.5 List of lessons/sub-heading (including assessment) | 91 |
| 8.6 Additional information for the teacher | 94 |
| 8.7 End unit assessment | 94 |
| 8.8 Additional activities..... | 95 |

UNIT 9: HOME AND SCHOOL MAIN HISTORICAL EVENTS96

9.1 Key unit competence.....96
9.2 Prerequisite96
9.3 Addressing cross-cutting issues96
9.4 Guidance to the introductory activity96
9.5 List of lessons/sub-heading97
9.6 Additional information for the teacher99
9.7 End unit assessment99
9.8. Additional activities..... 100

RELIGIOUS STUDIES PART 101

**UNIT 1: HUMAN BEINGS WERE CREATED IN THE IMAGE OF GOD.....
..... 102**

1.1. Key Unit Competence..... 102
1.2. Prerequisite..... 102
1.3. Cross-cutting issues 102
1.4. Introductory activity..... 102
1.5. List of lessons 103
1.6 Guideline on lessons 104
1.7. Summary of the unit..... 111
1.8 Addition information for the teacher..... 112
1.9. Answers to the end unit assessment 1 112
1.10 Additional activities..... 113

UNIT 2: ROOTS OF SIN..... 114

2.1. Key Unit competence 114
2.2. Prerequisite..... 114
2.3. Cross-cutting issues 114
2.4. Guidance to the introductory activity 114
2.5. List of lessons 115
2.6 Guidance to the lessons..... 115



| | |
|---|-----|
| 2.7 Summary of the Unit..... | 120 |
| 2.8 Additional information for the teacher..... | 120 |
| 2.9 End Unit assessment 2..... | 120 |
| 2.10. Additional activities..... | 120 |

UNIT 3: GOD’S SALVATION PLAN OF HUMANITY 121

| | |
|---|-----|
| 3.1. Key unit competence..... | 121 |
| 3.2. Prerequisite..... | 121 |
| 3.3. Cross-cutting issues..... | 121 |
| 3.4. Guidance to the introductory activity..... | 121 |
| 3.5. List of lessons..... | 121 |
| 3.6 Guidance to the lessons..... | 122 |
| 3.7 Summary of the Unit..... | 131 |
| 3.8 Additional information for the teacher..... | 132 |
| 3.9 Additional activities..... | 132 |

UNIT 4: RELATIONSHIP BETWEEN GOD’S MESSAGE AND PEACE 133

| | |
|---|-----|
| 4.1. Key unit competence..... | 133 |
| 4.2. Prerequisite..... | 133 |
| 4.3. Cross-cutting issues..... | 133 |
| 4.4. Guidance to the introductory activity..... | 133 |
| 4.5. List of lessons..... | 134 |
| 4.6 Methodology..... | 134 |
| 4.7 Answers to the end Unit assessment..... | 142 |
| 4.8 Summary of the Unit..... | 142 |
| 4.9 Additional information..... | 142 |
| 4.10 Additional activities..... | 143 |

ISLAMIC RELIGIOUS STUDIES..... 144

UNIT 1: PILLARS OF ISLAMIC FAITH 145

1.1. Key Unit Competence..... 145
1.2. Prerequisite..... 145
1.3. Cross-cutting issues 145
1.4. Guidance to the introductory activity 145
1.5. List of lessons 145
1.6. Guidance to the lessons..... 147
1.7 Answers to end unit Assessment..... 153
1.8 Addition information for the teacher..... 153
1.9 Additional activities..... 153

UNIT 2: MEMORIZING AND RECITING SHORT CHAPTERS IN QUR'AN..... 155

2.1. Key unit competence:..... 155
2.2. Prerequisite:..... 155
2.3. Cross-cutting issues 155
2.4. Guidance to the introductory activity 155
2.5. List of lessons 156
2.6. General methodology on teaching memorization and reciting the short chapters 156
2.7. Answers to the end unit assessment 158
2.8 Summary of the unit 158
2.9 Additional activities..... 158

UNIT 3: MUSLIM PRAYER 159

3.1 Key Unit competence 159
3.2. Prerequisite..... 159
3.3. Cross-cutting issues 159
3.4. Guidance to the introductory activity 159
3.5. List of lessons 159

| | |
|--|-----|
| 3.6. Guidance to the lessons..... | 160 |
| 3.7. Answers to the End unit assessment | 164 |
| 3.8. Summary of the Unit..... | 165 |
| 3.9. Additional information for the teacher..... | 165 |
| 3.10. Additional activities..... | 165 |

UNIT 4: BRIEF HISTORY OF ISLAM 166

| | |
|--|-----|
| 4.1. Key unit competence..... | 166 |
| 4.2. Prerequisite..... | 166 |
| 4.3. Cross-cutting issues | 166 |
| 4.4. Guidance to the introductory activity:..... | 166 |
| 4.5. List of lessons | 167 |
| 4.6. Guidance to the lessons | 168 |
| 4.7 Summary of the Unit..... | 171 |
| 4.8 Answers to the End unit assessment | 171 |
| 4.9 Additional information to the teacher | 172 |
| 4.10 Additional activities..... | 172 |

UNIT 5: RELATIONSHIP BETWEEN A MUSLIM AND A NON MUSLIM... 173

| | |
|--|-----|
| 5.1. Key unit competence..... | 173 |
| 5.2. Prerequisite..... | 173 |
| 5.3. Cross-cutting issues | 173 |
| 5.4. Guidance to the introductory activity | 173 |
| 5.5. List of lessons | 174 |
| 5.6. Guidance to the lessons..... | 175 |
| 5.7. The summary of the Unit..... | 177 |
| 5.8 Additional information for the teacher..... | 177 |
| 5.9 Answers to the end unit assessment..... | 177 |
| 5.10 Additional activities..... | 178 |

I. STRUCTURE OF TEACHER'S GUIDE

Structure of a unit

Each unit is made of the following sections:

- **Unit title:** from the syllabus
- **Key unit competence:** from the syllabus
- **Prerequisites**

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/ topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

- **Cross-cutting issues to be addressed**

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teachers are free to take another cross-cutting issue taking into consideration the learning environment.

- **Guidance on the introductory activity**

Each unit starts with an introductory activity in the learner's book. This section of the teacher's guide provides guidance on how to conduct this activity and related answers. Note that learners may not be able to find the right solution, but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

- **List of lessons/sub-heading**

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson / subheading is then developed.

- **End of each unit**

At the end of each unit the teacher's guide provides the following sections:

- **Summary of the unit:** which provides the key points of content developed in the student's book.
- **Additional information:** which provides additional content compared to the student's book for the teacher to have a deeper understanding of the topic.
- **End unit assessment:** which provides the answers to questions of end unit assessment in the textbook and suggests additional questions and related answers to assess the key unit competence.
- **Additional activities:** remedial, consolidation and extended activities). The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.

Structure of each sub heading

Each lesson/sub-heading is made of the following sections:

- **Lesson /Sub heading title :.....**
- **Prerequisites/Revision/Introduction:**

This section gives a clear instruction to teacher on how to start the lesson

- **Teaching resources**

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids by the available ones in their respective schools and based on learning environment.

- **Learning activities**

This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book:

- **Exercises/application activities**

This provides questions and answers for exercises/ application activities/

1.0 Methodological guidance

1.1.1 Developing competences

Since 2015 Rwanda shifted from a knowledge based to a competency-based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher centered to a learner centered approach. Teachers are not only responsible for knowledge transfer but also for fostering children’s learning achievement and creating safe and supportive learning environment. It implies also that a learner has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learners know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner- centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life. Below are examples of how generic competences can be developed in Religious studies.

| Generic competence | Examples of activities that develop generic competences |
|---------------------------|---|
| Critical thinking | <ul style="list-style-type: none">• Discuss the values appreciated in this lesson which will help you to live peacefully with live in relationship with• Discuss what the parents have to do in order to make their babies growing physically and spiritual. |

| | |
|--|--|
| Research and Problem solving | <ul style="list-style-type: none"> • Research using Internet or books from the library • Propose a solution to the presented case studies |
| Innovation and creativity | <ul style="list-style-type: none"> • What are the attitudes to have in order to show that there is a spiritual progress for a real Christian? • Proposing a solution to the problems that affect families today. |
| Cooperation, Personal and Interpersonal management and life skills | <ul style="list-style-type: none"> • Work in Pairs • Small group work • Large group work that enhance student's leadership and group management |
| Communication | <ul style="list-style-type: none"> • Organize and present in writing and verbally a complete and clear report of an experiment • Reading and listening to the Sacred Scriptures • Select and use appropriate formats and presentations. |
| Lifelong learning | <ul style="list-style-type: none"> • Exploit all opportunities available to improve on knowledge and skills. Daily reading the word of God. |

1.1.2 Addressing cross cutting issues

Among the changes in the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross-cutting issues identified in the national curriculum framework are the following:

- Genocide Studies
- Environment and sustainability
- Gender
- Comprehensive sexuality education
- Standardization Culture

- Peace and Values Education
- Financial Education
- Inclusive Education

Some cross-cutting issues may seem specific to particular learning areas/subjects but the teacher needs to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross-cutting issues both within and out of the classroom.

Below are examples on how cross-cutting issues can be addressed in Religious studies:

- **Peace and values education:** the overall purpose of Religious studies is the behavioral and positive attitude change in the learners. In all activities, after exploring the biblical passages, learners are helped to live and apply what they have learnt in everyday life. Precisely peace and values education is included in each and every lesson more especially in the application activities and in the end unit assessment tasks. In some units, learners are called to respect unit in diversity and to respect other people's beliefs, and to live in harmony as Children of the same Heavenly Father.
- **Gender equality:** This cross-cutting issue is dealt with in Religious studies in the activities of Unit 5 about Christian family where the interdependence and complementarity of family members is highlighted. The following are other examples on how the cross-cutting issues are integrated in Religious studies.

| Cross-cutting issue | Examples on how to integrate the cross-cutting issue |
|----------------------------|---|
| Inclusive education | Involve all learners in all activities without any bias. Eg: Allow a learner with physical disability (using wheelchair) to take notes or lead them during assigned tasks. |

| | |
|--------------------------------|--|
| Gender | <p>Involve both girls and boys in all activities: No activity is reserved only to girls or boys. Boys and girls should read equally the Holy Scriptures in the classroom without discrimination.</p> <p>Teachers should ensure equal participation of both girls and boys during reading the Word of God and during carrying out other assigned tasks.</p> |
| Peace and Values Education | <p>During group activities, debates and presentations, the teacher will encourage learners to help each other and to respect opinions and religious views of colleagues as well sharing values and convictions in more respectful manner. They are all the Children of the same Heavenly Father.</p> |
| Standardization culture | <p>All lessons involve scripture readings from which we get the moral behavior to adopt in our daily life. Learners are invited to stick and stand for their values. Decision making and right use of the conscience will help them to live a standard life in matters of morality.</p> |
| Environment and sustainability | <p>In all lessons Learners glorify God by protecting and respecting his creatures and taking positive attitudes of beautifying the world</p> |
| Financial Education | <p>Sound spirit in using Money and more especially using money consciously and for the wellbeing of others.</p> |

1.1.3 Attention to special educational needs

specific to Religious studies

In Religious studies every learner is considered as creature of God which enjoys all rights and privileges in the classroom. When we think about inclusive education, often we just think about getting children into school, i.e. making sure they are physically present in school and they are helped according to their learning. However, we also need to ensure that children are participating in lessons and school life, and that they are achieving academically and socially as a result of coming to school. So we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children including those with disabilities. So Teaching and learning Religious studies should make a powerful contribution to learning and development of children with a wide range of learning difficulties

Teachers need to:

- Remember that children learn in different ways, so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show children what they expect them to do.
- Using learner's own experiences of difficulty to explore profound concepts in Religious studies.
 - Build on learner's interest and activities and recognizing their intuitive responses on religious matters.
 - Allowing learners to engage with explicitly with Learning materials through use sensory resources and personal first-hand experience where applicable.
 - Vary their pace of teaching to meet the needs of each child. Some children process information and learn more slowly than others.
 - Use clear consistent language, and explain the meaning (demonstrate or show pictures) if you introduce new words or concepts.
 - Make full use of positive facial expressions, gestures

and body language.

- Pair a child who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the child. Both children will benefit from this strategy.
- Matching work and activities with the learner's previous experience.
- Providing imaginative experiences which arouse and sustain interests.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each child is unique with different needs that should be handled differently.

Strategies to help children with developmental disabilities

- Be patient! If you find that the child takes longer than others to learn or to do an activity, allow more time.
- Do activities together with the child.
- Gradually give the child less help.
- Value much the learner's emotional life and be patient with their attitudes in the learning process.
- Let the child do the activity with other children and encourage them to help each other.
- Divide the activity into small achievable steps.
- Appreciate every step done.
- Remember to praise and say 'Well done' when the child learns something new or makes a strong effort.

Strategies to help children with physical disabilities or mobility difficulties:

- Adapt activities so that children who use wheelchairs or other mobility aids, or other children, who have difficulty moving, can participate.
- Ask parents/caregivers to assist with adapting furniture. E.g.: The height of a table may need to be changed to make

it easier for a child to reach it or fit their legs or wheelchair under.

- Encourage peer support. Friends can help friends.
- Involve them in the reading the Word of God.
- Get advice from parents or a health professional about assistive devices.

Strategies to help children with hearing disabilities or communication difficulties

- Always get the child's attention before you begin to speak.
- Encourage the child to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication, use the same signs yourself and encourage other children to also use them.
- Keep background noise to a minimum.

Strategies to help children with visual disabilities

- Help children to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the child has some sight, ask them what they can see. Get information from parents/caregivers on how the child manages their remaining sight at home.
- Make sure the child has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that children work in pairs or groups whenever possible.

Adaptation of assessment strategies

Each unit in the teacher's guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted

learners respectively.

1.1.4 Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/**Continuous/formative assessment** intends to improve learners' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/formative assessment

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

Summative assessment

The assessment can serve as summative and formative depending to its purpose. The end unit assessment will be considered summative when it done at end of unit and want to start a new one.

It will be formative assessment, when it is done in order to give information on the progress of learners and from there decide what adjustments need to be done. The assessment done at the end of the term, end of year, is considered as summative assessment so that the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/grade assessment in form of national examinations.

1.1.5 Learners' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects; the type of lessons; the particular

learning objectives to be achieved; the allocated time to achieve the objective; instructional available materials; the physical/sitting arrangement of the classroom, individual learners' needs, abilities and learning styles.

There are mainly four different learning styles as explained below:

a) **Active and reflective learners**

Active learners tend to retain and understand information best by doing something active with it— discussing or applying it or explaining it to others. **Reflective learners** prefer to think about it quietly first.

b) **Sensing and intuitive learners**

Sensing learners tend to like learning facts; **intuitive learners** often prefer discovering possibilities and relationships. Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitive learners like innovation and dislike repetition.

c) **Visual and verbal learners**

Visual learners remember best what they see on pictures, diagrams, flow charts, timelines, films, demonstrations, etc.; verbal learners get more out of words written and spoken explanations.

d) **Sequential and global learners**

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. **Global learners** tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it."

1.1.6 Teaching methods and techniques that promote the active learning

The different student learning styles mentioned above can be catered for, if the teacher uses active learning whereby learners are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages learners in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

The role of learners in active learning

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centered activities

(role-play, case studies, project work, research and investigation).

- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings.
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments,

critical thinking, responsibility and confidence in public speaking.

- Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

1. Preamble/Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson or prior knowledge through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencing.

2. Dialogue/ development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: presentation, exploitation, word of God, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

Discovery activity

Step 1

- The teacher discusses convincingly with learners to take responsibility of their learning.
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned).

Step 2

- The teacher let the learners work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge.
- He/she then monitors how the learners are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

Presentation of learners' productions

- In this episode, the teacher invites representatives of groups to presents the learners' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the learners' productions.

Exploitation of learner's productions

- The teacher asks the learners to evaluate the productions: which ones are correct, incomplete or false.
- Then the teacher judges the logic of the learners' products, corrects those which are false, completes those which are incomplete, and confirms those which correct.

Institutionalization (summary/conclusion/ and examples)

- The teacher summarizes the learned knowledge and gives examples which illustrate the learned content.

Exercises/Application activities/Response

- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, learners work individually on the task/ activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework assignment.

Specific approach in teaching religious studies subject

Religious studies in primary schools makes a distinctive contribution to the school, family and society developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures.

It provides answers to wide range of important questions related to spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Religious studies is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

Religious studies in primary school promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

Religious Studies contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their personal fulfillment and development as active and responsible citizens.

It promotes positive values and attitudes which enable the youth to live together in harmony and to make good decisions. Emphasis in teaching Religion studies is based on individual development and self-fulfillment so sound moral and religious values help the youth to grow up into self-disciplined and accountable people. It

helps learners to face the current social, political, religious, and economic issues affecting the world today with objectivity and good conscience. Such contemporary issues include globalization, technological development, environmental degradation, drug and substance abuse, terrorism, gender-based violence, sexual abuse and human trafficking among others.

In teaching religious studies in primary school, the teacher is expected to apply appropriate teaching methods based on the learners' experiences. The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through selection of methods which aim at making teaching learner-centered and to bring about positive behaviour change as specified in the competence Based Curriculum. The teacher should use creativity and innovativeness in whatever methods or techniques to help promote and sustain the positive change identified in the learners.

Life approach in teaching religious studies

The life approach method is proposed in teaching and learning of Religious studies

in primary schools. Life approach is defined as starting to teach with the real and concrete and the present situation of the learners and letting them arrive at a religious understanding of those experiences as well as applying these religious principles and teaching in the everyday life.

The approach implies that God speaks to people through their situations and experience and emphasizes the use of the learners' day-to-day experiences as the basis of teaching Religious studies. Religious beliefs cannot be taught as if they were facts; they are by nature experiential (Grimmit, 1973). Findings from developmental psychology presuppose a developmental approach in all teaching. This calls for emphasis on the learners' own experiences, needs and interests and the need to encourage the learners to look more deeply into their feelings, acts, and experience, and to express what they discover in everyday language.

Stages in the use of the Life Approach

The following are the generally proposed stages of life approach in teaching Religious studies. This may have other sub-stages in the concrete Religious studies lesson in the classroom.

a. Human Experience

In this stage, the lesson begins with the teacher involving the learners in reflecting on their day to day experiences related to the subject matter. Activities, scenario, case studies are presented to learners in order to identify today's lesson. Its purpose is to arouse the learners' interest, attention and to stimulate his/her imagination specific to the topic of the day. This could be a scenario, questions, demonstration, interesting stories or even drama which is relevant to the lesson and to the learner's life. The teacher is expected to show how God is revealed in the experience.

b. The Qur'an Experience

The teacher introduces the relevant text from the Qur'an, and then guides the learners to read the references where applicable while giving appropriate explanation. The teachers draw some elements for the activities of the learners in the introductory activity to the concrete lesson. This stage involves reading the word of Allah on the specific lesson.

c. Explanation

The teacher explains the main points by use of various teaching aids to make the lesson more real, lively and interesting. Methods such as discussion, question

and answer, note making, lecture can be used for in-depth comprehension of knowledge of the content necessary for application and choice of values. He also highlights explicitly the Religious doctrine or principles for the learners to know and understand.

d. Application and Response

At this stage, the teacher tries to show the relevance of the content to the learners' lives and assesses whether the attitudinal objective has been achieved or not. Using application activities, the teacher assesses whether learners are able to match the learnt doctrine with their everyday life. In this stage learners exhibit changes or promise to change their attitudes and values. The teachers should then uphold this change by encouraging the learners to think and apply Religious content in their lives.

The teacher provides the learners with an opportunity to react and respond to the message of the lesson. Since life approach focuses on critical thinking, it encourages interactive and participatory learning. The teacher is required to help or stimulate the student to reflect, analyse and synthesize information and eventually apply it to their own life. Appropriate methods used are those that enhance acquisition of values such as small group discussion and valuing methods (value clarification, self-exploratory, analysing a case study and drawing).

e. Conclusion

This is the summary of what has been covered and the teacher can ask oral questions based on the content to help consolidate the lesson or give a brief overview of what has been covered while putting emphasis on the significance of values, Religious attitudes acquired to practice in day-to-day life. The teacher highlights the key point of the lesson and helps the learners to take commitment to abide by the religious doctrine learnt.

SAMPLE LESSON PLAN

Sample Competence-based Lesson Plan

School Name:

Teacher's Name:

| Term | Date | Subject | Class | Unit N° | Lesson N° | Duration | Class size |
|---|------|----------------|---|-----------------------|-----------|----------|------------|
| | | Social Studies | P2 | 6 | 1 of 3 | 40 mins | 46 |
| Type of Special Educational Needs to be catered for in this lesson and number of learners in each category | | | | • Bright learners (3) | | | |
| Topic area: | | | Social well being | | | | |
| Unit title | | | Economy | | | | |
| Key Unit Competence: | | | Key Unit Competence: Be able to adopt the culture of not wasting the resources in everyday life | | | | |
| Title of the lesson | | | Basic needs in the life | | | | |
| Instructional objective | | | Using a picture showing some basic needs, pupils will be able to Be able to adopt the culture of not wasting the resources in everyday life | | | | |
| Plan for this Class (location: in / outside) | | | Inside the classroom | | | | |
| Learning Materials (for all learners) | | | Flip chart, pencils, charts, Internet, picture showing basic needs. | | | | |

| | |
|-------------------|---|
| References | <ul style="list-style-type: none"> - Rwanda National Social and Religious Studies syllabus, Primary 2 - Social and Religious studies for Rwandan schools, Pupil's book 4 and Teacher's guide. |
|-------------------|---|

| Timing for each step | Description of teaching and learning activity | | Competences and cross cutting issues to be addressed |
|---|---|---|---|
| | Teacher activities | Learner activities | |
| Introduction of the lesson (05 mins) | <ul style="list-style-type: none"> - Great learners and introduce the lesson by asking them to identify the things they need in their homes order to live. | <p>Learners work in pairs and provide ideas and thoughts. They can provide different answers according to the living area and conditions. They write down their finding and choose one to present their findings.</p> <p>Examples: water, food, clothes, a bicycle, television, etc</p> | <p>Critical thinking: By producing and organizing ideas</p> <p>Communication: Through sharing ideas and listening each other in groups. Lifelong learning: take the initiative to update knowledge and skills with minimum external support.</p> <p>Gender: Boys and girls will have equal chance of participation</p> |
| Development of the lesson (30 mins) | <p>Displaying or distributing pictures showing basic needs to learners and guide them for observation in groups.</p> | <p>In groups, observe pictures and write down their findings and present them to the whole class.</p> <p>Water, food, house. etc</p> <p>Basic needs: are things that help people to live.</p> | <p>Financial education: By avoiding wastage of resources.</p> <p>Gender: Boys and girls work together and have equal chance.</p> |

| | | | | | | | | | | | | | |
|--|--|--|---|-------|-------|------|------|-------|---------|------------|--|-----------|--|
| | <p>Tell them clear meaning and examples of basic needs.</p> <p>- Displaying distributing pictures showing non basic needs to learners and guide them for observation.</p> <p>Supervise learning activities.</p> <p>Telling them the real meaning of Luxury/needs/ non-basic needs/want</p> | <p>They are food, medication, clothes and shelter</p> <p>Observe again pictures bellow and write down their observations and present them to the whole class.</p> <p>Examples: Bicycle, radio, a car, television, etc</p> <p>Non basic needs or wants:</p> <p>Are things people can live without.</p> <p>Examples: cars, motorcycles, bicycles, airplane, cupboards, radios, television, sofa sets, computers, torches, etc</p> | <p>Inclusive education: Learners with learning difficulties learn together with others and specific activities is prepared</p> | | | | | | | | | | |
| <p>Conclusion +evaluation</p> <p>5 min</p> | <p>Explain how to do activity and Check on their progress</p> | <p>- Perform the following activities.</p> <p>1. Arrange the following needs in the table below.</p> <p>a)Sofa b)water c) Radio d)Food e) television f)clothes g)Computers.</p> <p>Possible answers</p> <table border="1" data-bbox="642 1443 938 1709"> <tr> <td>Basic needs</td> <td>Wants</td> </tr> <tr> <td>Water</td> <td>Sofa</td> </tr> <tr> <td>Food</td> <td>Radio</td> </tr> <tr> <td>Clothes</td> <td>Television</td> </tr> <tr> <td></td> <td>Computers</td> </tr> </table> | Basic needs | Wants | Water | Sofa | Food | Radio | Clothes | Television | | Computers | <p>Generic competence:</p> <p>- Communication: By answering questions using the official language (English) correctly, learners will develop communication competence.</p> |
| Basic needs | Wants | | | | | | | | | | | | |
| Water | Sofa | | | | | | | | | | | | |
| Food | Radio | | | | | | | | | | | | |
| Clothes | Television | | | | | | | | | | | | |
| | Computers | | | | | | | | | | | | |

| | | | |
|--|--|--|--|
| | | <p>Activity for a bright learner:</p> <p>When the learner has accomplished the previous activity, he/she will attempt the following:</p> <p>1. Explain what people can do in order to get basic needs.</p> <p>Answer: Different economic activities such as agriculture, commerce, teaching, office work, manual work such as carpentry etc.</p> | |
| <p>Teacher's self-evaluation</p> <p>5min</p> | <p>Evaluation of what went well and how learning could have been improved.</p> | | |

SOCIAL STUDIES PART
PART III: UNIT DEVELOPMENT

1.1 Key unit competence

Key Unit competence: Be able to understand members of the extended family up to the great-grand-father.

1.2 Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners about family members and nuclear family.

1.3 Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through demonstration of interdependence of family members of nuclear and extended family. For harmonious living, they have to accomplish duties and responsibilities assigned. In the same line, the teachers help learners to be peaceful in all situations more especially avoiding inconveniencing others through ill habits of not washing herself or of not washing one's clothes.
- **Gender:** The teacher addressed this cross-cutting issue through helping learners to realize the interdependence between Gender. Male and females have equal rights, opportunities and responsibilities in families.

1.4 Guidance to the introductory activity

Read aloud the story of Mugabo family, repeat more than one time to ensure that all learners understand well the relationship of family members mentioned in the story. Try to explain key concepts that help learners to grasp the meaning and content of the story. Provide

more time to learners to think on the answers of the introductory activity which will lead them to the content of the unit.

1.5 List of lessons/sub-heading

| # | Lesson title | Learning objectives | Number of periods |
|---|---------------------|--|-------------------|
| 1 | Nuclear Family | By the end of this lesson, learners will be able to identify family relationship up to grand grand parents | 3 |
| 2 | Extended family | By the end of this lesson, learners will be able to explain the responsibilities of members of extended family | 2 |
| | End Unit Assessment | | 2 |

Guidance on lessons

1.5.1 Nuclear family

a) Learning objective

By the end of this lesson, learners will be able to identify easily the relationship between members of nuclear family.

b) Teaching resources

Before teaching this unit, as a professional teacher prepare required materials that will be used. These materials are but not limited to flash card with pictures of Father, mother and children, flip charts, pictures of a family tree showing nuclear family, among others,

c) Guidance to the learning activities

During the learning, the teacher will group the learners into a group of relatively 6 to 8 pupil. The picture which shows the family tree of nuclear family will be distributed to group. The teacher will explain the relationship as it appears on the family tree. Then, teacher will ask questions to learners to identify the relationship

he asks looking at a family tree. The teacher will supplement the learners where they hesitate or provide wrong relationship.

Answers to learning activity 1.1

The relationship showed in the story is the following:

- a) Father
- b) Grandfather
- c) Son
- d) Son

Answers to the application activity 1.1.

1. Manzi is the Father of Kamanzi while Kamanzi is the Son of Manzi
2. Saro is the mother of Keza while Keza is the daughter of Saro
3. Manzi is the father of Mariza and Mariza is the daughter of Manzi
4. Manzi and Saro: Manzi is the husband of Saro while saro is the wife of Manzi

1.5.2 Extended family

a) Learning objective

By the end of this lesson, learners will be able to easily identify the family relationship of extended family members up to grand grand parents.

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card, flip chart and other necessary materials to teach this unit.

c) Guidance to learning activity

Before teaching this unit, as a professional teacher, let the learners observe carefully the picture of extended family. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes.

Answers to learning activity 1.2

The following are answers of the learning activity on extended family:

- a) Great Grandfather
- b) Great Grandmother
- c) Uncle
- d) Great Grandmother
- e) Aunt

Application activity 1.2

The following are answers to the application activity

- a) f
- b) g
- c) a
- d) c
- e) h
- f) b
- g) d
- h) e

1.6 Additional information for the teacher

As a professional teacher, you should know that children may have or may not have parents, grand parents, aunt or other family relationships. Never point at student to tell you if they have such relationships make it general to avoid bias and stigmatization .

1.7 End unit assessment

The following are answers to end unit assessment for unit one

1. Question 1

- a. Grandmother and Grandfather

- b. First born
- c. Last born
- d. Grandfathers/grandmother
- e. Second born

2. Question 2

- a. Uncle
- b. Aunt
- c. Uncle
- d. Great grandfather

3. Question 3

- a. A child of my sister
- b. A child of my grand daughter/son

4. Question 4

- a. Aunt
- b. Uncle
- c. Grand father
- d. Grandfather
- e. Uncle
- f. Aunt
- g. Cousins
- h. Cousins
- i. Nieces/nephews

5. Question 5

- a. e
- b. h
- c. b
- d. c

- e. a
- f. b
- g. f
- h. g

6. Question 6

- a. Aunt
- b. Cousins
- c. Grandfather
- d. Grandmother
- e. Great grandfather
- f. Great grandmother

7. Question 4

- a. Parents and Children
- b. Extended family
 - This part provides the answers of end unit assessment with cross reference to the textbook
 - The teacher's guide suggests additional questions and answers to assess the key unit competence.
 - Assessment activities are designed in integrative approach to assess the key unit competence with cross reference to the textbook.

1.8 Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents also intervene in teachers family members to their children
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex extended family relationships are provided such as in-laws relationships on husband and wife side.

3.1 Key unit competence

Key Unit Competence: Be able to adopt the culture of food hygiene and avoid poor hygiene related diseases.

3.2 Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners about on daily routines we do such as washing clothes, drinking water, eating food, washing our body, brushing teeth, cleaning nose and month.

3.3. Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through demonstration of interdependence of adopting habits of hygiene that not to cause inconvenient to others. In the same line, the teachers helps learners to be peaceful in all situations more especially avoiding inconveniencing others through ill habits of not washing herself or of not washing one's clothes.
- **Gender:** The teacher addressed this cross-cutting issues though helping learners to realize the interdependence between Gender. Male and females have equal rights, opportunities and responsibilities families.
- **Standardization culture:** This cross-cutting issue is addressed through enhancing the culture of standards to pupils whereby they get positive habits of drinking safe water, safe good, washing clothes, cleaning body.

3.4 Guidance to the introductory activity

Provide time to pupils to observe pictures and identity what they imply and answer questions related to the pictures. Let the leaner answer questions related to show realize the importance of hygiene and water in life. Provide more time to learners to think on the

answers of the introductory activity which will lead them to the content of the unit. Different answers are provided by students assisted by the teacher. The teacher analyses the answers provided by students. The students' responses recall their prerequisites according to the pictures or teacher's introduction.

3.5 List of lessons/sub-heading

| # | Lesson title | Learning objectives | Number of periods |
|---|--|--|-------------------|
| 1 | Hygiene for water (Ways of treating water (boiling and keeping) | By the end of this lesson learners will be able to explain various ways of treating and keeping drinking water | 2 |
| 2 | Benefits of treating water | By the end of this lesson, learners will be able to explain the benefits of treating water | 2 |
| 3 | Hygiene for food and drinks and its importance | By the end of this lesson, explain why it is necessary to have hygiene for food and drinks | 2 |
| 4 | Different dangers of not having hygiene for water, food and drinks | By the end of this lesson learners will be able to identify the dangers of not having hygiene of water | 2 |
| 5 | Ways of preventing dangers of poor hygiene of water, food and drinks | By the end of this lesson, learners will be able to discuss the ways of preventing dangers of poor hygiene of water, food and drinks | 2 |
| | End Unit Assessment | | 2 |

Guidance on lessons

3.5.1 Ways of treating water

a) Learning Objectives

By the end of this lesson learners will be able to explain various ways of treating and keeping drinking water.

b) Teaching resources

Before teaching lesson as a professional teacher prepare required materials that help learners to follow strictly ways of treating water. These materials are but not limited to flash card pictures of saucepan, stove, water, a contain to store water, among others.

c) Guidance to learning activities

During the learning, the teacher will group the learners into a group of relatively 6 to 8 pupil. The picture which shows the picture of related to the topic and the learners will analyze and give their response. After analyzing, the learners will give their response and the teacher will examine them and retain what is accurate to the lesson. Among the answers, the picture shows a young girl cleaning a saucepan, the second picture shows a young girl boiling water, the third picture shows two children powering water in a contain using a funnel.

Answers to learning activity 3.1

Children are treating water for drinking in three picture: First picture is cleaning a saucepan, second picture, boiling water, third picture putting contain in the container. Different answers are provided by students assisted by the teacher.

Answers application activity 1.1.

1. To prevent diseases.
2. Keeping boiled and safe water in well covered clean containers.

3.5.2 Importance of cleaning water

a) Learning objective

By the end of this lesson, learners will be able to explain the benefits of treating water

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card, flip chart and other necessary materials to teach this unit.

c) Guidance to learning activity

Before teaching this unit, as a professional teacher, let the learners observe carefully the picture of extended family. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes. The first picture shows the child drinking good water while the second shows a child drinking dirty water. Invite the learners to brainstorm on what will happen to both children and let them realize that drinking dirty water cause diseases. Inspire them to adopt a culture of not drinking dirty water

Answers to learning activity 3.2

A girl is drinking good water and she is looking health while the boy is drinking dirty water and is suffering from stomachache Different answers are provided by students assisted

Answers to the application activity 3.2

1. Picture one and two shows good practice ticked (v) while picture 3 shows bad practices and are ticked ()
2. When people take dirty water they get sick
3. Drinking good water make us healthy
4. Diarrhea,Cholera and Intestinal warms.

3.5.3 Hygiene for food stuffs and drinks

a) Learning objective

By the end of this lesson, explain why it is necessary to have hygiene for food and drinks.

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card, flip chart, pictures of drinks and food, soap and other necessary materials to teach this lesson.

c) Guidance to the learning activities

Before teaching this unit, as a professional teacher, let the learners observe carefully the picture of extended family. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes. All pictures show the child washing food stuff. . Inspire them to adopt a culture of not drinking dirty water and not eating dirty food stuff.

Answers to learning activity 3.3

A girl is drinking good water and she is looking health while the boy is drinking dirty water and is suffering from stomachache Different answers are provided by students assisted.

Answers to the application activity 1.2

1. To have hygiene for food.
2. To prevent diseases caused by poor hygiene.
3. Carrots, oranges, passion fruits, avocados, watermelon, Camarillo...
4. Question 4:
 - a. Washing hands
 - b. Putting food stuffs for cleaning in a container with water
 - c. Start washing
 - d. Cleansing in clean water

- e. Drying vegetables on a raised clean item
- f. Fruits are wiped with a clean piece of cloth and kept in a clean and covered container.

3.5.4 Hygiene of Drinks/Beverage

a) Learning objective

By the end of this lesson learners will be able to identify the dangers of not having hygiene of water

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card other other necessary materials related to the lesson.

c) Guidance to learning activity

Before teaching this unit, as a professional teacher, let the learners observe carefully the picture of extended family. Allocate average time then ask them questions. All pictures show the child washing food stuff. . Inspire them to adopt a culture of not drinking dirty water and not eating dirty food stuff.

Answers to learning activity 3.4

Children are drinking safe and clean water. Let the learners provide answers and supplement them.

Application activity 3.4

1. Teacher analyses the students' answers
2. To avoid diseases.
3. To prevent diseases.
4. It can cause the spread of some diseases.
5. Wash our hands before drinking any beverage/drinks.

Use clean drinking utensils. Have hygiene for drinks/ beverages

Avoid drinking directly from a Jerry can or a water tap.

3.5.5 Dangers of failing to keep the hygiene of drinks/beverages

a) Learning objective

By the end of this lesson learners will be able to identify the dangers of not having hygiene of water

c) Teaching resources

Before teaching this lesson, prepare the learning materials, pictures showing children who are suffering from stomachache. And other materials found useful for the lesson .

c) Guidance to learning activity

Before teaching this lesson, as a professional teacher, let the learners observe carefully the pictures of shown in the student book. Let them realize that drinking dirty water and not having hygiene can lead to various dangers on one's health. Inspire them to adopt a culture of not drinking dirty water and not eating dirty food stuff.

Answers to learning activity 3.5

The teacher analyses the answers provided by students. However let learners realize that various pictures are showing children who have various problems such as cholera, diarrhoea, headache among others.

Application activity 3.4

1. Cholera, typhoid, dysentery, hepatitis A, polio...
2. To prevent diseases
3. Diseases, death of people, poverty...

3.5.6 Ways of preventing dangers of poor hygiene of water, food and drinks

a) Learning objective

By the end of this lesson, learners will be able to discuss the ways

of preventing dangers of poor hygiene of water, food and drinks

b) Teaching resources

Before teaching this lesson, prepare the learning materials, pictures showing children who are suffering from stomachache. And other materials found useful for the lesson .

c) Guidance to the learning activity

Before teaching this lesson, as a professional teacher, let the learners observe carefully the pictures of shown in the student book. Let them realize the importance of drinking good water and cooking food through interpretation of picture content. Provide much time for observation.

Answers to learning activity 3.6

The teacher analyses the answers provided by students. However let learners realize that various pictures are showing children practicing safe measure of not drinking dirty water such as boiling, putting into a good container, storing water in a good place among others.

Answers to application activity 3.6

1. Cleaning drinking utensils before use.
2. Cleaning foodstuffs before eating them.

3.6 Additional information for the teacher

Contaminated food and water can transmit a number of different infectious diseases, the risk is higher in low income regions . There is a wide range of infectious diseases that are transmitted by contaminated food and water. Many are caused by pathogens (bacteria, viruses or parasites) transmitted via the faecal-oral route (consumption of food and drinks contaminated with faeces).

Swallowing or inhaling contaminated water in inadequately treated swimming pools, hot tubs and spas can also transmit pathogens that can cause diarrhoea, vomiting, or infection of the ears, eyes, skin, or the respiratory system.

Vaccinations can prevent only a small number of these diseases

(such as cholera, hepatitis A, polio and typhoid). Although contaminated food and water is difficult to avoid in areas with poor sanitation, this can be avoided through practicing techniques of purifying water.

3.7 End unit assessment

1. Drinking dirty water.
2. Poor hygiene of food
3. Cleaning food before eating it.
4. Cleaning water before drinking it
3. Question and answers
 - Washing the saucepan
 - Putting water in the clean saucepan
 - Putting a covered saucepan with water on the charcoal stove/ fire place
 - Boiling water up to the boiling point
 - Remove the boiled water from the charcoal stove
 - Filtering/sieving water that has been boiled
 - Washing the Jerry can for keeping in the water
 - Putting the boiled water in the Jerry can
 - Covering the Jerry can with filtered/sieved water
4. Avocado
 - Mango
 - Carotte
 - Cabbage
5. Water ,milk , banana jus and banana jus

3.8 Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties.

You may also assign various home works so that parents also intervene in teachers family members to their children

- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex extended family relationships are provided such as in-laws relationships on husband and wife side.

4.1 Key unit competence

Key unit competence: Be able to avoid non-infectious diseases and diseases caused by poor hygiene and poor diet.

4.2 Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners about sickness to know if learners perform hygienic practices. This will help them to reflect on dangers of not doing hygienic practice such as washing the body, brushing teeth, cleaning ears among, washing clothes, washing food stuff, drinking pure water among others.

4.3 Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through demonstration the necessity of hygiene in daily life or our health and for our fellow colleagues. In avoiding and preventing infectious and non infectious diseases we protect our friends and ourselves and we ensure their well being. More importantly it is good to avoid avoiding inconveniencing others through ill habits of not washing herself or of not washing one's clothes.
- **Standardization culture** The teacher addressed this cross-cutting issues though helping learners to the necessity of having standards in life related to hygiene. This include for example having habits of always washing hands before eating and from the toilet, not eating cold or spoiled food, not eating expired products, verifying expiring date of food staff to avoid diseases among others.

4.4 Guidance to the introductory activity

The introductory activity is based on observation of pictures. Let learners observe pictures discuss on the sicknesses that

they contain. Let them discover that there are illnesses that are infectious and others that are not infectious cause by deficiency or poor diet. Discuss with them to know if learners have similar experiences in their neighbouring community. Provide more time to learners to think on the answers of the introductory activity which will lead them to the content of the unit.

3.5 List of lessons/sub-heading

| # | Lesson title | Learning objectives | No. of periods |
|---|--|---|----------------|
| 1 | Ways of preventing infectious diseases caused by germs and poor hygiene | By the end of this unit, the pupils will be able to identity causes of infectious diseases caused by germs | 3 |
| 2 | Ways of preventing infectious diseases (typhoid, Intestinal worms, diarrhoea, dysentery, polio...) | By the end of this unit, the pupils will be able suggest ways of preventing infectious diseases | 4 |
| 3 | Ways of preventing non-infectious caused by poor feeding (kwashiorkor, marasmus, rickets, and goitre). | By the end of this unit, the pupils will be able discuss ways of preventing of non infectious diseases caused by poor feeding | 3 |
| | End Unit Assessment | | 2 |

Guidance on lessons

4.5.1 Prevention of diseases caused by germs and poor hygiene

a) Learning objectives

By the end of this unit, the pupils will be able to identity causes of infectious diseases caused by germs

b) Teaching resources

Before teaching this unit, as a professional teacher prepare required materials that will be used. These materials are but not limited to flash card with pictures of children suffering from various resources

c) Guidance of learning activities

The learning activity is based on observation of pictures to display their content. Provide time for learners to perform this activity. Let learners identify the good habits to keep in the pictures and bad habits to avoid in life to avoid infectious diseases. Let them discover that that washing, wiping and washing hand before eating is a good habit to keep while easing oneself in the bush is bad habit since it can spread diseases.

Answers to learning activity 4.1

The good habits to keep in the pictures and bad habits to avoid in life to avoid infectious diseases. Let them discover that that washing, wiping and washing hand before eating is a good habit to keep while easing oneself in the bush is bad habit since it can spread diseases.

Answers to the application activity 4.1

1. Cholera, dysentery, polio, worms...
2. Smallpox, measles, chicken pox...
3. Cleaning/washing drinks/beverages and food stuffs.
4. Washing hands before and after meals and visiting the toilet.

4.5.2 Ways of preventing infectious disease causes by poor hygiene and germs

a) Learning objective

By the end of this unit, the pupils will be able suggest ways of preventing infectious diseases.

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card, flip chart and other necessary materials to teach this unit.

c) Guidance on the Learning activities

Before teaching this unit, as a professional teacher, let the learners observe carefully the picture of extended family. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes.

Answers to learning activity 4.2

The observation of pupils may differ however, the pictures in general contain good habits of good hygiene while there are other illustrations of bad habits to avoid in order to avoid diseases caused by poor hygiene and poor diet.

Application activity 4.2

1. Teacher observe the choice of students
2. Fleas, lice, bedbugs...
3. Cleaning/washing drinks/beverages and food stuffs.
Washing hands before and after meals and visiting the toilet.
4. Kwashiorkor, marasmus, rickets...
5. Proteins, carbohydrates, vitamins
6. Question
 - a. Meat, eggs, milk...
 - b. Potatoes, maize, bananas, rice...
 - c. All kinds of fruits and vegetables
7. By eating balanced diet

4.6 Additional information for the teacher

As a professional teacher, you should know that children may have or may not have parents, grand parents, aunt or other family relationships. Never point at student to tell you if they have such relationships make it general to avoid bias and stigmatization.

4.7 End unit assessment

| Infectious diseases caused by poor hygiene | Non infectious diseases caused by poor hygiene | Non infectious diseases caused by poor feeding |
|---|--|--|
| Skin diseases Diarrhea Cholera Typhoid Intestinal worms | Jiggers | Kwashiorkor Marrasmus |

2. Question

| Energy giving foods | Body building foods | Vitamins |
|-----------------------|---------------------------------------|---------------------|
| Grains Root tubers | Beans Peas Fish Eggs Meat | Fruits Vegetable |

4.8 Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents also intervene in teachers family members to their children
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex extended family relationships are provided such as in-laws relationships on husband and wife side.

UNIT

5

LIVING IN HARMONY AND GOOD BEHAVIORS

5.1 Key unit competence

Key Unit Competence: Be able to adopt integrity and being careful in everyday life.

5.2 Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners about family members and nuclear family.

5.3 Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through demonstration of interdependence of family members of nuclear and extended family. For harmonious living, they have to accomplish duties and responsibilities assigned. In the same line, the teacher helps learners to be peaceful in all situations more especially avoiding inconveniencing others through ill habits of not washing herself or of not washing one's clothes.
- **Gender:** The teacher addressed this cross-cutting issue through helping learners to realize the interdependence between Gender. Male and females have equal rights, opportunities and responsibilities families.
- **Comprehensive Sexuality Education:** The teacher addresses this cross-cutting issue by helping the learners to know and respect hygiene of the body.

5.4 Guidance to the introductory activity

Group learners into the group of average number depending on the class size. Provide time for them to let the learners observe the pictures. Ask them questions related to the pictures they have observed. Provide them with support to ensure that they remain focused on the content of the unit. Provide more time to learners to think on the answers of the introductory activity which will lead them to the content of the unit.

5.5 List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|----------------------------|--|-------------------|
| 1 | Children's right | By the end of this lesson, learners will be able to explain the children's rights | 4 |
| 2 | Children' responsibilities | By the end of this lesson, learners will be able to explain children's responsibilities | 3 |
| 3 | The culture of peace | By the end of this lesson, learners will be able to explain ways of living in harmony with others | 3 |
| 4 | Increasing of the peace | By the end of this lesson, learners will be able to explain different ways of promoting living in harmony with others | 3 |
| 5 | Good behavior at school | By the end of this lesson, learners will be able to explain good behaviors to adopt and values towards school leaders, school rules and regulations and school mates | 3 |
| 6 | Child abuse | By the end of this lesson, learners will be able to explain different foerms of child abuse and ways of avoiding it. | 3 |
| 7 | Disability | By end of this lesson, learners will be able to explain rights of people with disability | 3 |
| | End Unit Assessment | | 3 |

Guidance on lessons

5.1.1 Children's rights:

a) Learning objectives

By the end of this lesson, learners will be able to explain the children's rights

b) Teaching resources

Before teaching this unit, as a professional teacher prepare required materials that will be used. These materials can be illustrations showing different ways of child abuse and flash card with pictures showing humans right and human violation.

c) Guidance to the learning activities

During the learning, the teacher will group learners into a groups of 6 to 8 pupils. Pictures showing different forms of child abuse and children's rights will be distributed to groups. The teacher will orient learners to observe the pictures and ask them different questions about pictures . Then after, the teacher will explain child abuse and children's rights to learners.

Answers to learning activity 5.1

The teacher analyses the answers provided by pupils. However let learners realize that various pictures are showing children receiving medical care, playing, belonging to a family etc. The teacher will intervene for harmonization.

Application activity 5.1.

Different answers are provided for application **5.1A,5.1B,5.1C and 5.1D**

5.A:a)Clothing b) Feeding C) Medication d)Life e) Education

5.1.B:a) Right to clothing b) Right to food c)Right to medical care

5.1.C: 1.Denial of(shelter, health care,self expression, etc)

2.Hardworking, harassment, corporal punishment,etc)

5.1 D: Different answers will be provide by pupils.

5.5.2 Children's responsibilities

a) Learning objective

By the end of this lesson, learners will be able to explain children's responsibilities.

b) Teaching resources

Before teaching this lesson, prepare the learning materials including pictures. Pictures showing learners fulfilling different responsibilities will be distributed to learners or displayed where each learner can observe well. The teacher can provide Other necessary materials .

c) Guidance to the learning activities

Before teaching this lesson, as a professional teacher, let the learners observe carefully the picture of pupils fulfilling different responsibilities. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes.

Answers to learning activity 5.2

Children are helping parents to accomplish different home activities. Learners will provide different answers according to their observation. Support their answers and improve them when they make mistakes

Application activity 5.2

Pupils will provide different answers according to their residence area and the way they accomplish their responsibilities.

5.5.3 The culture of peace

a)**Learning objective:** By the end of this lesson, learners will be able to explain the benefits of living in peace with others.

b) Teaching resources

Before teaching this lesson, prepare the learning materials including pictures. Pictures showing learners playing together, sharing together and helping each other. Pictures will be distributed to learners or displayed where each learner can observe well. The teacher can provide Other necessary materials according to the lesson.

c) Guidance to the learning activities

The teacher guides learners to observe carefully pictures of pupils playing together, sharing together and helping each other . Allocate average time then ask them questions. Support their answers and improve them when they make mistakes.

Answers to learning activities

- Not being selfish
- Playing without separation.
- Forgiving one another
- Asking for forgiveness
- Playing without injuring others.
- Sharing

Application activities 5.3

Children are helping their parents to accomplish different domestic activities. Learners will provide different answers according to their observation. Support their answers and improve them when they make mistakes.

5.5.4 Increasing the culture of peace

a) Learning objective:

By the end of this lesson, pupils will be able to increase the relationship with others and increase the culture peace.

b) Teaching resources

Before teaching this lesson, prepare the learning materials including pictures. Pictures showing learners and parents talking each other. Pictures will be distributed to learners or displayed where each learner can observe them .The teacher can provide Other necessary materials according to the lesson.

c) Guidance to the learning activities

The teacher guides learners to observe carefully pictures of pupils and parents talking each other . Allocate average time then ask them questions. Support their answers and improve them when they make mistakes.

d)Application activities

Answers to application activities 5.4 A

- We should listen carefully to others
- We should not make noise
- We should respect the pieces of advice given to us.
- We should respect other people's ideas
- We should only speak when given time to do so

Answers to application 5.4 B

- Working together
- Working in harmony/peacefully
- Helping one another
- Not discouraging one another
- Not being lazy

5.5.5. Good behavior at school

a) Learning objective:

By the end of this lesson, pupils will be able to increase the relationship with others and increase the culture peace.

b) Teaching resources

Before teaching this lesson, prepare the learning materials including pictures. Pictures showing learners and parents talking each other. Pictures will be distributed to learners or displayed where each learner can observe them. The teacher can provide other necessary materials according to the lesson.

c) Guidance to the learning activities

The teacher guides learners to observe carefully pictures showing the discussion between pupils and teachers. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes.

Answers for application activities 5.5.A

- Putting on school uniform.
- Behaving well as required at school.

- Managing time.
- Respecting teachers and school leaders.
- Doing homework and other activities given by teachers.
- Taking care of school buildings and other materials

Answers for application activities 5.5.B

- Respect school leaders
- Receive something from school leaders with both hands.
- Greet school leaders by shaking hands.
- Sharing.
- Working together.
- Solving problems peacefully.
- Welcoming guests.
- Not abusing others.
- Avoiding fighting with others.
- Caring for the others' school items.
- Embracing and greeting each other.
- Helping others when they are in trouble
- Thank someone who gives you something.

Answers to application activity 5.5.C

- The teacher will support pupils
- Playing together, sharing, eating together, working together, helping one another.

Answers to questions on the story "Remember and Unite"

1. People mentioned in the text are: Sangwa, Muneza, Sangwa's family, the Aunt of Muneza, and the group of killers.
2. Muneza came to help Sangwa's family escape from the killers.
3. The group of people wanted to kill them because they believed they did not look like them.
4. Muneza helped the family of Sangwa to flee and to survive the genocide.

5.5.6 Child abuse

a) Learning objective

By the end of this lesson, learners will be able to identify and report any case of child abuse

b) Teaching resources

Before teaching this lesson, prepare the learning materials including pictures. Pictures showing forms of child abuse. Pictures will be distributed to learners or displayed where each learner can observe them. The teacher can provide other necessary materials according to the lesson.

c) Guidance to the learning activities

The teacher guides learners to observe carefully pictures showing different forms of child abuse between pupils and teachers. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes.

Answers to learning activity 5.6

Different answers are provided by pupils. The teacher will support their answers and improve them when they make mistakes

5.5.7 Disability

a) Learning objective

By the end of this lesson, learners will be able to do charitable actions to people with disability.

b) Teaching resources

Before teaching this lesson,, as a professional teacher prepare required materials that will be used. These materials can be illustrations showing different forms of disability and flash card .

c) Guidance to the learning activities

During the learning, the teacher will group learners into a groups of 6 to 8 pupils. Pictures showing different forms of disability will be distributed to groups. The teacher will guide learners to observe

the pictures and ask them different questions about them . Then after, the teacher will explain disability to learners.

d) Application activities

Answers to application activities 5.7.A

- 1. Disability** is the failure to function of some body parts.
- 2. Causes of disability:** born with a disability or caused by diseases or accidents

Answers to learning activities 5.7.B

1.a)True

b)True

2. Report , advocacy,etc

3. Right to education/study

- Right to have jobs like others
- Right to enjoyment
- Right to move freely
- Right to treatment/medication/health
- Right to clothing
- Right to electing leaders and be elected as well
- Right to have property
- Right to belong to a family
- Right to have a name

5.6 Additional information

Learners should be initiated to live in harmony with others and good behavior in early years. Parents at home are the first to give good examples to their children and must tell them the benefits of living in harmony and characterized by good behaviors. Living in harmony leads to sustainable development. The teacher at school must well initiate pupils to have good behaviors which can help them to in harmony with others. School rules and regulations is considered as a tool used to maintain good behavior **in learners**. As a professional teacher, you should know that children may have or may not have parents or guardians who can initiate them to live in harmony with others and be characterized by a good behavior

5.7 End of Unit Assessment

The following are answers to end unit assessment for unit 5

1.

- a. YES
- b. YES
- c. NO
- d. NO
- e. NO
- f. YES

2. Question

| Rights | Violation/abuse |
|------------|-----------------|
| Medication | Beating |
| Playing | Harassment |
| Life | Abuse |
| Clothing | |

3.

- a. Speak when given time to do so
- b. Working together
- c. Ask for forgiveness
- d. Listen to all
- e. Hurting
- f. Selfish

5.8 Additional activities

- **Remedial Activities:** A a professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents also intervene in teaching family members to their children. You can ask him/her examples of good behavior (at school, at home,..).
- **Consolidation activities:** If you find that learners have manifested good b behavior and living in harmony with others, provide consolidation activities to ensure that they really master it well. Example: Explain the benefits of living in harmony with others, etc.
- **Extended activities:** For gifted and talented pupil, you may provide extended activities where he/she can tell the story of a child characterized by good behavior and its consequences.

6.1 Key unit competence

Key Unit Competence: Be able to adopt the culture of not wasting the resources in everyday life.

6.2 Prerequisite

Before undertaking this unit, the teacher should examine prerequisite of the learners on this unit. The learners should have prerequisite knowledge on needs and wants as well as satisfying our needs.

6.3 Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through demonstration of interdependence of family members. For harmonious living, they have to accomplish duties and responsibilities more especially related to generating and managing income for the family.
- **Gender:** The teacher addressed this cross-cutting issues though helping learners to realize the interdependence between Gender in working for the well being of the family. Female and males both have equal opportunities to family property and they both have responsibilities to work for the family. Therefore male and female rights, opportunities and responsibilities families.
- **Financial Education:** The teacher addresses this unit through helping the learners to have the basic skills of financial management through simple home and school practices such as switching of the lights during the night, stopping water when not using it, not dirtying themselves and their clothes as part of financial management.

6.4 Guidance to the introductory activity

The introductory activity is conducted in group of average learners. Help learners to be attentive to the picture and ensure that they use average time to match what they see with what they will learn through the unit. Let them realize that whatever we need in life as services or good are bought using money. Try to explain key concepts that help learners to grasp the meaning and content of the story. Provide more time to learners to think on the answers of the introductory activity which will lead them to the content of the unit.

6.5 List of Lessons:

| | Lesson title | Learning objectives | Number of periods |
|---|---------------------|--|--------------------------|
| 1 | Basic Needs | By the end of this lesson, learners will be able to identify various basic needs in life and how to satisfy them | 3 |
| 2 | Money | By the end of this lesson learners will be able to identify various sources of money and its use in daily life. | 3 |
| 3 | Public assets | By the end of this lesson the learners will be able to identify various public assets in their cell and how to take care of them | 3 |
| | End Unit Assessment | | 2 |

Guidance on lessons

6.5.1 Basic Needs in life

a) Learning objective

By the end of this lesson, learners will be able to identify various basic needs in life and how to satisfy them.

b) Teaching resources

Before teaching this unit, as a professional teacher prepare required materials that will be used. These materials are but not limited to piece papers, flash card with illustrations of things we need in life such as water, electricity, houses, cars, clothes family materials, construction materials, school materials food stuff among others.

c) Guidance to the learning activities

During the learning, the teacher will group the learners into a group of relatively 6 to 8 pupils. Show them the pictures related to the learning. Ask them what they see and assign average time to perform this activity. Let them interpret pictures and share the content. Among answers there should be food stuff contained in picture, washing cloths, a nursing medicating a child among others. Let learners do all other activities related to the lesson.

Answers to learning activity 6.1A

Learning activity 6.1A

The teacher analyses the answers provided by students. Help learners to stay focused on the lesson supplement their response to match with set objectives.

Application activity 6.1A

1. Basic needs are things that help people to live.
2. Food, medication, clothes and shelter...

Learning activity 6.1B

The teacher analyses the answers provided by students.

Application activity 6.1B

1. Cars, motorcycles, bicycles, airplanes, sofa sets, cupboards, radios, television sets, computers, torches, etc.

2.

| Basic needs | Non-basic needs |
|-------------|-----------------|
| Water | Sofa |
| Food | Radios |
| Clothes | Television sets |
| | Computers |

Learning activity 6.1C

The teacher analyses the answers provided by students. Complement their answers.

Application activity 6.1C

1. Poverty, drunkenness, laziness, disasters, wars...
2. Volcanic eruption, landslides, drought, too much rainfall, strong wind...

Learning activity 6.1D

The teacher analyses the answers provided by students.

Application activity 6.1D

1.
 - a. Sickness
 - b. Failure to study
 - c. Poor accommodation/ housing
 - d. Lack of clothes
 - e. Death
 - f. Hunger
 - g. Begging
 - h. Wandering
 - i. Poor feeding

6.5.2 Money

a) Learning objective

By the end of this lesson learners will be able to identify various sources of money and its use in daily life.

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card, flip chart and other necessary materials to teach this unit.

c) Guidance to the learning activities

There is a series of learning activities under this lesson. Exploit them and help learners to attentively answer questions after making observation of pictures. Ensure that all questions are answered and that the learners remain focused on the main lesson which is money. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes.

Answers to learning activity 6.2

Learning Activity 6.2A

The teacher analyses the answers provided by students.

Application activity 6.2.A

1. Question

- a. We use money to buy needs and wants.
- b. We use money for buying transport tickets.
- c. We use money to help our friends.
- d. We use money to pay people who work for us/ workers' salaries.

Learning activity 6.2B

The teacher analyses the answers provided by students.

Application activity 6.2B

1. Question

- a. Avoid wasting water.
- b. Close water taps after use.
- c. Turn off lamps after use

2.

- a. Lack of jobs
- b. Laziness
- c. Disasters
- d. Large numbers of children.
- e. Misusing it/wastage
- f. Violence

Learning activity 6.2C

The teacher analyses the answers provided by students.

Application activity 6.2C

1. Question

- a. Death
- b. Failure to get treatment
- c. Theft
- d. Debts
- e. Malice
- f. Hatred
- g. Jealousy
- h. Conflicts
- i. Failure to pay debts

Learning activity 6.2D

The teacher analyses the answers provided by students.

Application activity 6.2D

- a. First make a list of what you want to buy.
- b. Buy from cheap places.
- c. Buy goods of high standard.
- d. Count your money well.
- e. Avoid buying things which are not on the priority list.
- f. Keep your money in the bank

Learning activity 6.2E

The teacher analyses the answers provided by students.

Application activity 6.2E

1. Question

- a. Poverty
- b. Hunger
- c. Theft/robbery
- d. Becoming hostile
- e. Death
- f. Un-happiness
- g. Quarrels

6.5.2 Public asset

a) Learning objective

By the end of this lesson the learners will be able to identify various public assets in their cell and how to take care of them.

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the hospitals, public offices, forests, schools, roads, electricity wires among others.

c) Guidance to the learning activities

There is a series of learning activities under this lesson. Exploit them and help learners to attentively answer questions after making observation of pictures. Ensure that all questions are answered and that the learners remain focused on the main lesson which is money. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes.

Learning Activity 6.3A

The teacher analyses the answers provided by students.

Application activity 6.3A

1.
 - a. Roads
 - b. Markets
 - c. hospitals
 - d. Dispensaries
 - e. Play grounds
 - f. Schools
 - g. Water points/wells.

Learning activity 6.3B

The teacher analyses the answers provided by students.

Application activity 6.3B

1. Question
 - a. Avoid destroying them
 - b. Protecting them from destroyers

- c. Repair them
- d. Keeping them clean

6.6 Additional information for the teacher

Basic needs are generally defined in terms of a minimal list of elements that human beings necessitate, in order to fulfill basic requirements and achieve a decent life. Typically, the list includes basic commodities, such as food, clothing, and shelter, as well as essential services, such as access to drinking water, to sanitation, to education, to healthcare facilities, and to public transportation. Broader definitions of basic needs further extend the attention to other psychological and social needs – such as participation, self-reliance, autonomy, and self-expression.

Money plays a vital role in our lives, and its importance cannot be overstated. It is an essential tool that enables us to meet our daily needs, achieve our goals and aspirations, and attain financial security. Here are some reasons why money is important:

Basic Needs: Money is essential for meeting our basic needs such as food, shelter, and clothing. Without money, it is impossible to obtain the things we need to survive.

Education: Money plays a significant role in education. It enables us to pay for school fees, buy books, and access other educational resources. Education is crucial for personal and professional growth, and money makes it possible.

Healthcare: Money is necessary for accessing healthcare services, such as medical treatment, surgeries, and medication. Without money, it may be challenging to obtain the necessary healthcare services, which could compromise one's health.

Travel: Money makes it possible to travel, explore new places, and experience different cultures. Traveling broadens our horizons, exposes us to new ideas and perspectives, and helps us appreciate the world around us.

Business: Money is essential for starting and growing a business. It enables entrepreneurs to purchase inventory, hire employees, and invest in marketing and advertising. A successful business generates income and contributes to the overall economy.

Security: Money provides financial security, which is essential

for peace of mind. Having enough money to cover emergencies, unexpected expenses, and retirement provides a sense of security and stability.

Philanthropy: Money can be used for philanthropic purposes, such as donating to charities or supporting a cause. Giving back to the community and helping those in need is a meaningful way to use money.

In conclusion, money is an essential aspect of our lives that enables us to meet our basic needs, achieve our goals and aspirations, and attain financial security. It is important to manage money responsibly and use it wisely to live a fulfilling life.

6.7 End unit assessment

1 .

| BASIC NEEDS | NON BASIC NEED |
|-------------|----------------|
| Food | Car |
| Drinks | Television |
| Medicine | Books |
| Clothes | Computer |
| Housing | |
| Drugs | |

2. Question

- Sickness
- Failure to study
- Poor accommodation/ housing
- Lack of clothes
- Death
- Hunger
- Begging
- Wandering
- Poor feeding

3. Question

- Poverty

- Hunger
- Theft/robbery
- Becoming hostile
- Death
- Unhappiness
- Quarrels

4. Lack of jobs

- Laziness
- Disasters
- Large numbers of children
- Misusing it /wastage
- Violence

5. Questions

- Death
- Failure to get treatment
- Theft
- Debts
- Malice
- Hatred
- Jealousy
- Conflicts
- Failure to pay debts

6. Avoiding the lack of money

7. Public assets are things used by all people without owning them while basic needs help people to live

8. Question

| Public assets | Personal/private assets |
|---------------|-------------------------|
| A market | Keza's garden |
| A road | A parent's school |
| A dispensary | Tito's house |

6.8 Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents also intervene in teachers family members to their children
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex extended family relationships are provided such as in-laws relationships on husband and wife side.

7.1 Key unit competence

Be able to do self-direction, direct others and properly manage environment.

7.2 Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners about the environment and its content. The prerequisite include houses, rivers and waters, hospitals, trees, garden, roads, animals, plants, humans among others.

7.3 Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through demonstration of interdependence between humans and ecosystem and environment in general. Human beings should live in peace with other creatures, plants and environment in general. Human beings have a duty of protecting environment since it is very useful to them and its destruction leads to horrible dangers.
- **Gender:** The teacher addressed this cross-cutting issues though helping learners to realize the interdependence between Gender. Both male and females have a right to protect environment.

7.4 Guidance to the introductory activity

The introductory activity is based on the observation of pictures then answering questions after observation. Group learners into average number and then request them to observe pictures then answer questions. Answers will differ according to learner's interpretation. However, let them discover that in both pictures, children are protecting their school through making terraces and planting trees. Try to explain key concepts that help learners to

grasp the meaning and content of the story. Provide more time to learners to think on the answers of the introductory activity which will lead them to the content of the unit.

7.5 List of lessons/sub-heading

| # | Lesson title | Learning objectives | Number of periods |
|---|---|---|-------------------|
| 1 | Directions | By the end of this lesson, the learner will be able to locate places and himself and other important places | 2 |
| 2 | Natural Environment and Human made features | By the end of this unit the learner will be able to differentiate human made from the natural environment | 2 |
| 3 | Protecting environment | By the end of this lesson, the learner will be able to identify various ways of protecting environment | 2 |
| 4 | Importance of protecting environment | By the end of this lesson, the learner will be able to discuss importance of protecting environment | 2 |
| 5 | Dangers of not protecting environment | By the end of this lesson, the learner will be able to identify dangers of not protecting environment | 2 |
| | End Unit Assessment | | 2 |

Guidance on lessons

7.5.1 Directions

a) Learning Objective

By the end of this lesson, the learner will be able to locate places and himself and other important places.

b) Teaching resources

Before teaching this unit, as a professional teacher prepare required materials that will be used. These materials are but not limited to flash card with pictures, directions, places, reference places among others, trees, houses to help them to discover the content of the environment.

c) Guidance to learning activities

The lesson is composed by a series of learning and application activities, support all learners to perform them and ensure that support is given through providing complementary information. For some activities, the answers are not precise, focus on what is essential to the topic.

Learning activity 7.1A

Application activity 7.1A

Students' answers will depend on the location and his/her surrounding.

Learning activity 7.1B

Application activity 7.1B

Students' answers will depend on the location and his/her surrounding. Ensure that learners remain focused on the essential.

Learning activity 7.1C

The teacher analyses the answers provided by students.

Application activity 7.1C

1. compass, maps drawn on a paper, signs and fingers...

7.5.2 Natural Environment and Man made features

a) Learning objective

By the end of this unit the learner will be able to differentiate human made from the natural environment .

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card, flip chart and other necessary materials to teach this lesson.

c) Guidance to learning activities

The learning activity is based on the observation of the various pictures that will help learners to differentiate from what Humans have made and what people have made. Provide more similar exercise to ensure that learners differentiate well natural resources from what made by humans. Use example that are in their daily life. Allocate average time then ask them questions. Support their answers and improve them when they make mistakes. Let them find in the pictures things that are made by Humans, according to the pictures these picture include roads, houses, while natural resources include lakes, forests among others.

Answers to learning activity 7.2

There is no precise answer for this question examines what the learners have answers and them complement them. Let them find roads, houses, schools as things made by humans and lakes, forests as natural resource

Application activity 7.2

The following are answers to the application activity

1. Question

- a. Mountains
- b. Hills
- c. Forests
- d. Lakes
- e. Rivers
- f. Game parks
- g. Swamps...

2. Question

- a. Human made environment includes:

- b. Buildings like schools, health centers, hospitals, offices, houses...
- c. Roads
- d. Bridges
- e. Airports
- f. Farms
- g. Dispensaries
- h. Markets
- i. Gardens
- j. Churches
- k. Administrative offices
- l. Banks
- m. Roads
- n. Playgrounds
- o. Shops

7.5.3 Protecting Environment

a) Learning objective

By the end of this lesson, the learner will be able to identify various ways of protecting environment.

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card with various image showing various ways of protecting the environment, flip chart materials to teach this lesson.

c) Guidance to learning activity

The learning activity is based on the observation of the various pictures that will help learners to identify various activities of protecting environment in the picture. Let learners discuss freely what they see and what is done in their respective homes. Among

activities, there should be activity of planting trees, watering gardens during sunny seasons, making terraces among others.

Answers to learning activity 7.3

There is no precise answer for this question examine what the learners have answers and them complement them. Among answers on the activities included in the pictures there should be activity of planting trees, watering gardens during sunny seasons, making terraces among others

Application activity 7.3

1.
 - a. Planting trees
 - b. Sanitation and hygiene
 - c. Maintaining roads
 - d. Fighting against soil erosion
 - e. Building dispensaries
 - f. Planting flower gardens
 - g. Cleaning trenches
 - h. Building schools
 - i. Cleaning public water points
 - j. Practicing zero grazing

7.5.4 Importance of protecting environment

a) Learning objective

By the end of this lesson, the learner will be able to discuss importance of protecting environment

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card with various image showing various ways of protecting the environment, showing health family and the necessity of protecting environment.

c) Guidance to learning activity

The learning activity is based on the observation of the various pictures that will help learners to identify various activities of protecting environment in the picture. Let learners discuss freely what they see and what is done in their respective homes. The picture shows clean road where people are moving freely, a health actioner advising a person to clean environment to avoid disease and a happy family in a clean home.

Answers to learning activity 7.4

There is no precise answer for this question examine what the learners have answers and them complement them. The picture shows clean road where people are moving freely, a health actioner advising a person to clean environment to avoid disease and a happy family in a clean home.

Application activity 7.4

1. Question

- a. It helps in avoiding poor hygiene.
- b. It helps in avoiding soil erosion.
- c. It helps in avoiding mosquitoes.
- d. It helps in avoiding accidents.

7.5.5 Dangers to fail to protect environment

a) Learning objective

By the end of this lesson, the learner will be able to identify dangers of not protecting environment

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card with various image showing various ways of protecting the environment, flip chart materials to teach this lesson.

c) Guidance to learning activity

The learning activity is based on the observation of the various

pictures that will help learners to identify various activities of protecting environment in the picture. Let learners discuss freely what they see and what is done in their respective homes that is dangerous to the environment that needs to change. Let them adapt the culture of protecting environment at school, home and community in general. The content of the pictures include: Children who are playing in a dirty environment that can harm their lives, a pupil working on dirty road that is dangerous to her health, Soil erosion that has taken soil and destroyed environment, many people at the hospital that have gone for treatment as a result of not cleaning environment.

Answers to learning activity 7.5

There is no precise answer for this question examine what the learners have answers and them complement them. The content of the pictures include: Children who are playing in a dirty environment that can harm their lives, a pupil working on dirty road that is dangerous to her health, Soil erosion that has taken soil and destroyed environment, many people at the hospital that have gone for treatment as a result of not cleaning environment.

Application activity 7.5

1. Malaria, cholera, dysentery, typhoid...
2. Questions
 - a. True
 - b. True
 - c. False

7.6 Additional information for the teacher

What is environment?

Environmental degradation occurs when ecosystems are destroyed, wildlife is wiped out and natural resources like air, water and soil are depleted. This concept encompasses any environmental change or disturbance that is seen as harmful or undesirable. The environment can be harmed in a broad range of ways, including pollution, ecological destruction, loss of fresh water supplies and loss of arable land. Environmental degradation is brought on by

erosion and a decline in the quality of the natural environment. Human actions that extract resources from the environment faster than they can be replaced have a direct or indirect impact on it. The ecosystem might degrade in a number of ways. When common resources are exhausted or ecosystems are destroyed, the environment is perceived as corrupted and ruined.

Types environment degradation

Degradation of soil and land: Poor agricultural practices, overuse of pesticides and fertilizers, landfill leaks, and other factors all contribute to the loss of soil quality.

Water degradation: Degradation of water involves dumping garbage into the ocean, dumping without permission, dumping a lot of industrial waste in nearby rivers or lakes, etc.

Atmospheric degradation: Atmospheric degradation includes deterioration of the air, particle pollution, and depletion of the ozone layer, among other things.

Several other types of pollution: Along with the deterioration of the land, water, and atmosphere, there are several additional forms of pollution that harm the ecosystem. Examples include noise pollution and light pollution.

Causes

Environmental deterioration is a result of a variety of elements, such as social, economic, environmental, political, and administrative ones.

Social factors includes:

- Population-The primary ways that population impacts the environment are through the use of natural resources and the creation of garbage. Additionally, it is subject to a number of deteriorating air and water quality, and rising demand for arable land
- Poverty-When people lack the essentials for survival, it is thought that poverty is both a cause and a result of environmental deterioration. For instance, they could be in a life-or-death situation without access to clean water, enough housing, appropriate clothing, or medications.
- Urbanization-Poor families are migrating to cities in ever

increasing numbers as a result of the ecological issues and the lack of opportunities for productive work in rural areas.

Economic factors includes:

- Market failure-Environmental degradation is mostly caused by a lack of or a dysfunctional market for environmental products and services.
- Economic development-Environmental problems can take on different forms depending on the rate and distribution of economic expansion. Economic development, especially industrialization-based economic development, is a cause of environmental degradation.
- Impact on agricultural development- Agricultural developments has an adverse effect on nutrient loss, land salinization, and soil erosion. Leaching from the extensive use of fertilizes and pesticides can harm water sources. Intensive farming and irrigation also contribute to land deterioration.
- Transport activities- Air pollution, noise from traffic, and oil spills from marine transportation are just a few of the ways that transportation activities have an impact on the environment.

Political and administrative factors includes: Administrative and political reasons, such as a lack of visionary leadership, politicians' traditional role in crafting policy, and improper execution of environmental legislation, all contribute to environmental deterioration.

Environmental factors includes:

- Whole ecosystems might be wiped out by some of the long term environmental effects of habitat fragmentation. Habitats become fragmented when development completely destroys large, stable land areas. One example is a road that passes through a forest, or a route that meanders through a prairie. Although it might not appear unpleasant at first glance, there are serious consequences.
- Sadly, the major causes of environmental decline are air and water pollution. Pollutants have the power to damage or even destroy some plant and animal species by bringing contaminants into the environment.
- Acid rain is caused when moisture in the air reacts with streams, acidifying and contaminating the water. Similar impacts are seen on the soil.

- Destruction of ozone layer.

Effects of environmental degradation

- **Impact on human health:** Human health is significantly harmed by environmental degradation. Each year, poor water quality kills millions of people and sickens billions more people worldwide. Environmental degradation has two effects they are lack of water and a decrease in food quality.
- **Atmospheric changes:** The water cycle and regular animal and plant activities are only a few of the naturally occurring processes that might be altered by environmental degradation. Additional environmental degradation processes that destroy the natural land cover include mining and deforestation.
- **Scarcity of natural resources:** A lack of resources, such as arable land, water, genetic resources, medicinal plants, and food crops, can be brought about by environmental deterioration. Overuse of natural resources, pollution, and deforestation are a few of these problems.

Solution to environmental degradation

The following are measures to protect environment:

- Conserve water bodies
- Avoid air and water and environment pollution
- Green agriculture
- Population control
- Replant many trees
- Limit use of chemicals
- Fight against soil erosion
- Avoid use of plastic materials that limit water to filter into soil
- Education population on how to protect environment Proper waste management mechanisms

7.7 End unit assessment

1. Compass, maps drawn on a paper, signs and fingers
2. In front of , behind, middle/between, under, above, right, left, aside.
3. Dispensaries, market, gardens, churches, administrative

offices,banks,roads, forests, shops.

4. Question

- No
- Yes
- Yes
- Yes

5. It helps in avoiding poor hygiene.

- It helps in avoiding soil erosion.
- It helps in avoiding mosquitoes.
- It helps in avoiding accidents.
- Insecurity for the people who live in the bushes.
- Soil erosion destroys gardens and plants.
- People suffer from malaria and other diseases caused by poor hygiene.

6. Question

- It helps to know the exact numbers of pupils.
- It helps to know the age of pupils.
- It helps to know their sex.
- It helps to know where they live.
- It helps to know their parents' names.
- It helps to know the class they are in.
- It helps to know when and where they were born

7. Question

- a. Boys
- b. Not promoted
- c. Pupil with disabilities

8. Question

| Road transport | Air transport | Water |
|-----------------------|----------------------|--------------|
| Car | Airplane | Boat |
| Motorcycle | Helicopter | |
| Bicycle | | |

7.9 Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents also intervene in teachers family members to their children
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex questions on the environment are provided.

8.1 Key unit competence

Key Unit competence: Be able to differentiate types of transport and communication and their importance.

8.2 Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners about transport and communication. It is good to ask questions related to things people use to move from one place to another or what they use to communicate to teach other, the teacher builds on what learners have answered to teach new knowledge.

8.3 Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through demonstrating peaceful use of communication and transport means. These means should be used in manner that give peace to others. For Example avoiding accidents, allowing pedestrians to cross the road, allowing road users to also use road. Furthermore, telephones also should be used in manner that is not harmful to users.
- **Gender:** The teacher addressed this cross-cutting issues though helping learners to realize the interdependence between Gender. Male and females have equal rights, opportunities and responsibilities families. In transport and communication like other jobs, male and females participate equally.
- **Environment and sustainability:** The teacher addresses this cross-cutting issue by showing learners that transport and communication should be friendly to environment for sustainable development.

8.4 Guidance to the introductory activity

The introductory activity allows learners to exchange ideas on types of transport that are in their cell. Group learners in the average number and ask them questions in groups. Request them to exchange. Build on what they have come up with and show other means of transport that many not be available in their cell such as air and water transport. Provide more time to learners to think on the answers of the introductory activity which will lead them to the content of the unit.

8.5 List of lessons/sub-heading (including assessment)

| # | Lesson title | Learning objectives | Number of periods |
|---|---------------------|--|-------------------|
| 1 | Transport | By the end of this lesson, learners will be able to identify means of transport and their importance | 4 |
| 2 | Communication | By the end of this lesson, learners will be able to identify means of communication and their importance | 4 |
| | End Unit Assessment | | 4 |

8.5.1 Guidance on lessons

8.5.1 Transport

a) Learning Objectives

By the end of this lesson, learners will be able to identify means of transport and their importance in society.

b) Teaching resources

Before teaching this unit, as a professional teacher prepare required materials that will be used. These materials are but not limited to

flash card with pictures ship, airplane, Cars, motorcycle, horse, camel and bicycle among others.

c) Guidance to the learning activities

During the learning, the teacher will group the learners into a group of relatively 6 to 8 pupil. The picture which shows various means of transport. Let the learners come up with answers confirming that we use, bicycle, motorcycle, cars, ships, aeroplane. Wheelbarrow for transports of things and people. In addition note that there is traditional way of carrying things on the head that we do. Note that there is another mean of transport which is not yet in Rwanda. In series of activities under this lesson let the learners realize the importance of transport where it helps us to reach some places, to transports goods and to facilitate services in everyday life.

Answers to learning activity 8.1

Let the learners come up with answers confirming that we use, bicycle, motorcycle, cars, ships, aeroplane. Wheelbarrow for transports of things and people. In addition note that there is traditional way of carrying things on the head that we do. Note that there is another mean of transport which is not yet in Rwanda.

Application activity 8.1

1. Road transport, air transport, water transport
2. Lorries, cars, bicycles, motorcycles...
3. Boats, canoes, ships...
4. Balloons, aeroplane, helicopter, spaceship...

8.5.2 Communication

a) Learning objective

By the end of this lesson, learners will be able to easily identify the family relationship of extended family members up to grand grand parents.

b) Teaching resources

Before teaching this unit, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card, flip chart and other necessary materials to teach this lesson.

c) Guidance to the Learning activities

Before teaching this this lesson, as a professional teacher, let the learners observe carefully the picture on various ways of communication Allocate average time then ask them questions. Support their answers and improve them when they make mistakes. The good answers include: Picture of a person on phone call, Sign post, a learner with an envelop, a person reading news papers, learners watching television, a person using a computer and people listening to the radio.

Answers to learning activity 8.2A

The good answers include: Picture of a person on phone call, Sign post, a learner with an envelop, a person reading news papers, learners watching television, a person using a computer and people listening to the radio.

Application activity 8.2A

The means of communication means include

- Television sets
- Radios
- Internet
- Traffic signs
- Letters
- Newspaper

Application activity 8.2B

1. Question

- a. Communication helps in sharing knowledge
- b. Communication helps in doing research
- c. Communication helps in advertising
- d. Communication helps in knowing where to buy from
- e. Communication helps in calling for help
- f. Communication helps in chatting
- g. Communication helps in sharing information/ news

8.6 Additional information for the teacher

As a professional teacher, you should know that children may have or may not have used some means of transport and communication, bear in mind use illustration to make them learn those new means.

8.7 End unit assessment

1. Arrangement of means of transport according to means

| Road transport | Air transport | water |
|----------------|---------------|-------|
| car | aeroplane | boat |
| motorcycle | helicopter | |
| bicycle | | |

3. Importance of transport

- Visit different places
- Trade with others
- Ease our movements
- Go home and come school

4. Two communication tools you have at home may be a telephone, radio, television among others.

5. Fill in the table below

| Communication tool | Importance of communication tools |
|--------------------|---|
| Radio | send message through the voice |
| Television set | Send voice and images |
| Television | Send message through the voice and pictures |
| Telephone | Sends voice and text |
| News paper | Text and images |
| Traffic sign | Direct people |

8.8 Additional activities

- **Remedial Activities:** A professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents also intervene in teachers family members to their children
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex extended family relationships are provided such as in-laws relationships on husband and wife side.

9.1 Key unit competence

Be able to research and remember the history of the home and the school.

9.2 Prerequisite

Before undertaking this unit, the teacher should measure the prerequisite of learners about about events that happen in their families, what they celebrate, if they have information on national and religious feasts that happen in their families

9.3 Addressing cross-cutting issues

- **Peace and values education:** The teacher addressed this cross-cutting issue through helping learners to live in peace despite their bitter history. Historical events in the past may be negative and bad but, to prepare a better future, young people should live in peace and unity so that the history changes from negative to positive.
- **Genocide studies:** the teacher addresses this cross-cutting issue by helping learners to realize that at their school the commemorate Genocide against Tutsi which happened in 1994. This is also celebrated at national level. Help learners to strive to do good things that will be remembered than bad things in their lives.

9.4 Guidance to the introductory activity

The introductory activity is based on the picture. Let the learners observe a picture of people who are in a party at home and thing of other feasts that are celebrated at home. Examine their answers and provide complements.

9.5 List of lessons/sub-heading

| # | Lesson title | Learning objectives | Number of periods |
|---|--------------------------------------|---|-------------------|
| 1 | Main Historical events of the home | By the end of this unit, learners will be able to identify main Historical events celebrated in their homes | 4 |
| 2 | Main Historical events of our school | By the end of this unit, learners will be able to identify main Historical events celebrated in their homes | 4 |
| | End Unit Assessment | | 2 |

Guidance on lessons

9.5.1 Home main Historical Events

a) Learning objectives

By the end of this unit, learners will be able to identify main Historical events celebrated in their homes .

b)Teaching resources

Before teaching this lesson as a professional teacher prepare required materials that will be used. These materials are but not limited to flash card with pictures of various feasts, images of various feasts such as birthday, weeding.

c)Guidance to the learning activities

During the learning, the teacher will group the leaders into a group of relatively 6 to 8 pupil. The picture which shows of old man narrating stories to children at home and the picture of children reading books under the tree. Help learners to realize that we learn about historical events from the elders and we also read books.

Answers to learning activity 9.1

There is no precise answer to this question. As a professional teacher, examine what the learners have answered.

Application activity 9.1

1. Question

- a. Wedding anniversary.
- b. Birth anniversary
- c. Jubilee

2. Question

- a. Christmas Day
- b. New Year
- c. Easter
- d. Eid-al-Fitr
- e. Eid-al-Adha

9.5.2 Main Historical events of the school

a) Learning objective

By the end of this unit, learners will be able to identify main Historical events celebrated in their homes.

b) Teaching resources

Before teaching this lesson, prepare the learning materials. Distributed books containing the extended family members tree, prepare flash card, flip chart and other necessary materials to teach this unit.

c) Learning activities

Before teaching this unit, as a professional teacher, let the learners observe carefully the picture of related to the learning activity. Allocate average time then ask them questions. Let them identify that it is good to know the historical events of the school from trusted sources such as elders and books.

Answers to learning activity 9.2

There is no precise answer, let the learners discover that they have to read to know the historical events of their school and that they have to sit with elders or teachers of the school to know much about it

Application activity 1.2

1. Questions

- a. Employing people around it
- b. Producing many leaders
- c. Winning competitions
- d. Having dancing troupe/group
- e. Having good teachers

9.6 Additional information for the teacher

Some schools many me newly founded. It is not necessarily that every school has historical events. Help learners to realize that they have to behave very well so that in the future their school will be remembered.

9.7 End unit assessment

Answers to end unit assessment

- Heroic actions ✓
- Famine ✓
- Bad leadership ✓
- Wars ✓
- Festive seasons ✓
- Insecurity ✓
- Research x
- Famous persons ✓
- Bad actions ✓

- Good governance✓

1. History is the study of the past in order to prepare the future
2. History helps us to know the past events in order to prepare the future
3. Things I may need to know about a place include
 - Good things that happened
 - Heroes of the place
 - Bad things that has happened
 - Feasts and events celebrated

9.8. Additional activities

- **Remedial Activities:** A a professional teacher, compose questions for the learners who manifest learning difficulties. You may also assign various home works so that parents also intervene in teachers family members to their children
- **Consolidation activities:** If you find that learners have manifested acquisition of extended members of the family, provide consolidation activities to ensure that they really master it well.
- **Extended activities:** For gifted and talented student, you may provide extended activities where complex extended family relationships are provided such as in-laws relationships on husband and wife side.

**RELIGIOUS STUDIES
PART**

UNIT

1

HUMAN BEINGS WERE CREATED IN THE IMAGE OF GOD

1.1. Key Unit Competence

The pupil will be able to differentiate humans from other creatures.

1.2. Prerequisite

Before undertaking this unit , the pupil should show the clear knowledge on the sequence of creation from day one to day six Again he or she should have clear knowledge of the people God created first

1.3. Cross-cutting issues

Inclusive education: As a professional teacher you will cater and treat equally for all learners equally boys and girls, more especially those with special needs.

Gender equality: Let all learners participate equally in your lessons more especially in forming groups or choosing group leaders.

Peace and values: Help learners to understand that as creatures of God they should live in peace, love and unity. This will lead to perfect peace. The teacher explains religious freedom where everyone has the right to choose his or her religion. Emphasize that people should respect the beliefs of others.

Environment and sustainability. Try to explain to student the role of environment and encourage them participate in the activities of protecting it at home and at school.

1.4. Introductory activity

The introductory activity is carried out outside the classroom where the teacher takes student outside to watch various things in the environment, answering questions related to creation. If carrying out the activity is not possible show learners pictures of various animals and plants then ask them questions of introductory activity.

1.5. List of lessons

| | Unit 1 | Objectives | No of periods |
|---|---|---|---------------|
| 1 | Humans were created in the image of God | Using the images of creatures, and reading from Holy scriptures the pupil will be able: <ul style="list-style-type: none"> • Know the dignity of human being among other creatures. • Explain the difference between Human being and other creatures. • Show values and help others to build unity in the society. | 2 |
| 2 | Rwandans names that regard to God | Following the given examples, the pupil will be able: <ul style="list-style-type: none"> • To show that Rwandans Know God through the names Rwandans give to their Children From Biblical passage and religious experience the pupil | 1 |
| 3 | God is the creator, Father and Love | will be able: <ul style="list-style-type: none"> • Clear understanding of God's love. • To love God and neighbors | 1 |

Human being of the Universe

Using various role plan about how Huma beings were given responsibilities by God, The pupil will be able to: To show the values of human beings among other creature

5 End Unit assessment

1.6 Guideline on lessons

1.6.1 Humans were created in the image of God

Using the images of creatures, and reading from Holy scriptures the pupil will be able :

Know the dignigty of human being among other creatures.

Explain the difference between Human being and other creatures.

Show values and help others to buid unity in the society

Learning and teaching materials: Bible, Images, Projecteur, ubusitani bw'ishuri.

Introductory of the lesson

The teacher uses the images of the creatures and other learning materials and asks learners some questions related to the images helps learners to recall the account of creation. the teacher may also take them outside the classroom to show them the nature and asks questions related to the lesson.i.

Lesson planning

| Teachers activities | Learners activities |
|--|--|
| To lead student outside to observe different. | Work actively in the groups following the given instruction. |
| To help learners to communicate what they have seen to their fellow learners. | |
| Form groups of learners of average numbers. | Answer correctly assigned tasks : |
| | To discuss and present findings in groups. |
| Give out pictures, textbooks and images to pupils so that they may observe and answer related questions. | To listen to the word of God (intangiro 1 :27). |

Reading and explaining the word of God. Giving instructions of what to do in groups.

Relate the word of God and everyday life.

Help learners in presenting findings and summarizing the key points in the lesson

Take good actions about how they can concretize the word of God

Answers to the introductory 1

Human beings, animals, water, Sun, stars, moon, universe, trees

First day : Light to separate night and day

Second day: Universe to separate earthly and Heavens water .

Third day: Plants of all kinds .

Fourth: Lights (moon, sun, stars).

Fifth day: aquating animals and flying animals in the sky.

Sixth day: Different animals that live on earth, and ended with creating

Human beings: He created Adam and Eve

It is a human being

Answers to the learning activity 1.1

People that were created are Adam and Eve

Human being is different from animals and other creature because he was created in the image of God`

Answers to the application activity 1.1.

Fish, Crocodile, Hippopotamus.

Multiply, Be the master of earth .

In the Garden of Eden

He was created in the image of God, God gave him intelligence. and a loving heart.

1.6.2 Names in Rwandan culture that regard God

Learning objectives : Following the given examples, the pupil will be able to show that Rwandans Know God through the names Rwandans give to their Children

Teaching and learning materials : Images .

Lesson delivery

Introduction

In groups, the learners discuss what happens after having a baby in the family. They will discuss the ceremony of naming a child in the family and give Kinyarwanda names Rwandans like to give to their children, after they will sort out the names that regard God showing his power as the creature.

Lesson delivery

| Teacher's activity | Learners activity |
|---|---|
| The teacher introduces the lesson. | Listen to the word of God |
| | Listen to the explanation of the word of God and link it with the topic of the day. |
| Read to the learners the word of God (1Johni 3, 1-3). | Work in group respecting given instruction from the teacher answering provided questions. |
| Form groups respecting gender balance and inclusion. | |
| Prepare clear instructions for the group activities | Present findings from group discussions |
| | Write on board names of Rwandans and differentiate names regarding God and other names. |

| | |
|--|---|
| Give out pictures and other materials related to the group activities Help and follow up group activities to monitor if all learners are participating actively. | Explain how God is the creator, Father and Love, Lord of whatever exists basing on examples of Rwandese names provided names. |
| Help learners to present and from the groups. | Link the Word of God with the discussion |
| summarize findings from groups. | Link the word of God with the everyday life. |
| Help the learners to keep key information from the lesson | Take positive actions basing on the lesson of the day. |

Answers to the learning activity 1.2

Men, women, children, parents, animals (cows, birds), Bible

Holding a baby, Eating, giving names of children, praying.

Habimana, Atete.

Data ,Papa (God)

Protect, Love our neighbor, pray to God.

Answers to the application activity 1.2

Uwimana, Iyakaremye, Izabayo, Abimana.

2.

| Names regarding God | Other names |
|---------------------|-------------|
| | |
| Bizumuremyi | Habumugisha |
| | |
| Irudukunda | Turatsinze |
| | |
| Niyomwungeri | Gatete |

| | |
|-------------|-------------|
| | |
| Tuyisabe | Manzi |
| | |
| Uwiduhaye | Atete |
| | |
| Ihimbazwe | Ineza |
| | |
| Dukundimana | Mukakayumba |
| | |
| Uwayo | Nzitabakuze |
| | |

1.6.3 God the Father, Creator and Love

a. Learning objectives: From Biblical passage and religious experience the pupil will be able:

Clearly understand God's love.

to love God and neighbors

Teaching and learning materials: Bible, Images.

Lesson delivery

Introduction: Group discussion on all things which show that God is creator starting from what is visible: your parents are gifts from the parents from which we respect our creation.

| Teacher's activity | Learner's activity |
|--|---|
| The teacher introduces the lesson. | Listen to the word of God |
| Read to the learners the word of God | Listen to the explanation of the word of God and link it with the topic of the day. |
| Form groups respecting gender balance and inclusion. | |

| | |
|--|---|
| Prepare clear instructions for the group activities | Work in group respecting given instructions from the teacher answering provided questions. |
| Give out pictures and other materials related to the group activities | |
| Facilitate and follow up group activities to monitor if all learners are participating actively. | Present findings from group discussions |
| Help learners to present and summarize findings from groups. Help the learners to keep key information from the lesson | Write on board names of Rwandans and differentiate names regarding God and other names. |
| | Explain how God is creator, |
| | Father and Love, Lord of whatever exists basing on examples of Rwandese names provided names. |

Answers 1.3 to the learning Activity

God is called creator because he is the one who created heaven and earth. He created humans beings and all other creatures.

God gives the power of procreation, he supports the needy, orphans and widows

Hakuzimana, Harerimana.

Visit the sick, helping the poor , helping the orphans.

Answers to the application activity 1.3

1.6.4 Human being the master of the earth

Learning objectives : Using different role plays about how Huma beings were given responsibilities by God, The pupil will be able to

To show the values of human beings among other creature

Teaching and learning materials : Bible, images

Lesson delivery

Introduction: Discuss in groups all things that show God as the creator of whatever exist

Lesson delivery

| Teacher's activity | Learners activity |
|--|---|
| <p>The teacher introduces the lesson . Read to the learners the word of God</p> <p>Form groups respecting gender balance and inclusion.</p> <p>Prepare clear instructions for the group activities.</p> <p>Give out pictures and other materials related to the group activities. Help and follow up group activities to monitor if all learners are participating actively.</p> | <p>Carry out assigned tasks</p> <p>Follow instructions in carrying out assigned tasks.</p> <p>Discuss on the environment.</p> <p>Share the findings to the whole group</p> <p>Give Examples of what God created</p> <p>Listen to the word of God and undestand that Human being is the leaders of all creatures.</p> <p>Link the Word of God with the discussion from the groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive actions basing on the lesson of the day.</p> |

1.7. Summary of the unit

In the beginning God created the heaven and the earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering/floating over the waters.

And God said, "Let there be light," and there was light. God saw that the light was good, and he separated the light from the darkness. God called the light "day," and the darkness he called "night." And there was evening, and there was morning the first day.

And God said, "Let there be a vault between the waters to separate water **from** water." So God made the vault and separated the water under the vault from

the water above it. And it was so. God called the vault "sky." And there was evening, and there was morning the second day.

And God said, "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so. God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good.

Then God said, "Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds." And it was so. The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good. And there was evening, and there was morning the third day.

And God said, "Let there be lights in the vault of the sky to separate the day from the night, and let them serve as signs to mark sacred times, and days and years, and let them be lights in the vault of the sky to give light on the earth." And it was so. God made two great lights the greater light to govern the day and the lesser light to govern the night. He also made the stars. God set them in the vault of the sky to give light on the earth, to govern the day and the night, and to separate light from darkness. And God saw that it was good. And there was evening, and there was morning the fourth day.

And God said, "Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky." So God created the great creatures of the sea and every living thing with which the

water teems and that moves about in it, according to their kinds, and every winged bird according to its kind. And God saw that it was good (Genesis 1:1-21).

1.8 Addition information for the teacher

The teacher uses the Bible and read for the learners Biblical passage from(1 John 3, 1-3) in order to link what they studied and real life

Prayer

The teacher instructs learners to stand up for the prayer

The teachers says the following words and learners repeat

Lord God, I thank you because you created me in your image

Lord God, Lord God give the heart to respect everyone.

1.9. Answers to the end unit assessment 1

a) Image of God b) Intelligence and Love

a) Avoid sins b) Living well with everyone

3. Bizumuremyi God is Love

Harerimana God is creator

Niyomugenga God is Father

Irudukunda God is the Lord of all creatures

1.10 Additional activities

Find in the table below Rwandan names that regard God.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| G | I | R | A | N | E | Z | A | J | Y | N |
| | | | | | | | | | | |
| A | B | I | M | A | N | A | M | O | N | I |
| | | | | | | | | | | |
| T | Y | A | I | Z | A | B | A | Y | O | Y |
| | | | | | | | | | | |
| A | I | N | Z | I | N | E | Z | A | P | O |
| | | | | | | | | | | |
| R | S | Y | E | R | E | M | I | Y | A | M |
| | | | | | | | | | | |
| A | H | I | S | H | A | K | I | Y | E | U |
| | | | | | | | | | | |
| Y | A | R | U | T | A | N | G | A | R | G |
| | | | | | | | | | | |
| I | K | A | M | A | N | A | D | N | I | E |
| | | | | | | | | | | |
| H | A | N | D | A | H | A | Y | O | C | N |
| | | | | | | | | | | |
| A | B | A | Y | I | S | E | N | G | A | G |
| | | | | | | | | | | |
| D | U | S | E | N | G | I | M | A | N | A |
| | | | | | | | | | | |

2.1. Key Unit competence

The learner will be able to explain sin, its roots, to prevent it and help others not to fall into it.

2.2. Prerequisite

Differentiate right from wrong, good from bad

Avoid doing bad.

2.3. Cross-cutting issues

Gender: in all learning activities, the teacher will respect the gender by involving all learners in the activities.

Peace and values: Learners will learn how to hate and prevent sin

Environment and sustainability: sensitizing and encouraging learners to protect environment by reminding them that destroying environment is a sin.

2.4. Guidance to the introductory activity

The teacher uses role plays showing bad things than happen in the society and also how to hate and prevent sin in everyday life.

2.5. List of lessons

| | Lesson | Learning objectives | No of Lessons |
|---|--|--|---------------|
| 1 | Meaning of sin and roots of sin | Using the word of God, and images, the learner will be able to: Identify and explain the roots of sin Explain how the sin increases | 2 |
| 2 | Consequences of sin to God and to people | Using the read word of God, illustrations and examples from everyday life, the learner will be able to: using the role play, stories and songs, Identify the consequences of sin to God and to people | 3 |
| 3 | Ways of avoiding and preventing sin | the learner will be able to: Identify positive practices and values that help in preventing and avoiding sin | 2 |

End Unit assessment 2

2.6 Guidance to the lessons

2.6.1 Meaning and roots of sin

a. Learning objectives: Using the word of God, and images, the learner will be able to:

Identify and explain the roots of sin

Explain how the sin increases

Teaching and learning materials: Bible and Pictures

Lesson delivery

Introduction

Discussing in groups about bad actions that people do which are obstacles to people wellbeing.

Lesson delivery

| Teacher's activity | Learners activity |
|---|---|
| Introduce the new lesson. | Listen to the word of God. |
| Reading the word of God to learners (Genesis 2,16-17. 3,1-6). | Listen to the explanation of the Word of God. |
| Explaining the word of God | Working in groups |
| Give out pictures that help to get more information on the topic | Work in group respecting the given instruction. |
| Follow up what is being done in groups and provide necessary support. | Presenting the findings from groups of the day and the everyday life |
| Help student to summarize information from groups | Link the word of God with the topic |
| Help learners to summarize and keep key information about what they have Learnt | Take positive action of putting into practice what they have learned. |

Answers to the introductory activity 2

They have eaten the forbidden fruit in the middle of the garden.

In the garden of Eden,

God forbids them to eat the fruit in the middle of the garden. This was the tree of knowledge of Good and bad.

No, Human being disobeyed God and eat the fruits after being deceived by a snake.

Answers to the learning activity 2.1

A child stealing notebooks, selfish child

Selfishness, stealing

Answers to the end unit assessment 2.1

A sin is something that a person commits with full knowledge which is bad to God and the people.

A person commits sins when he does something wrong to God and neighbors with full knowledge and will.

Pride and jealousy.

b. Answers in the learner's book.

2.6.2 Consequences of sins to God and and people

Learning objectives: Using the read word of God, illustrations and examples from everyday life, the learner will be able to:

Identify the consequences of sin to God and to people.

Teaching and learning activities : Bible, pictures, projector

Lesson delivery

Introduction

The teacher will uses games and role plays that show the consequences of sins in life.

Lesson delivery

| Teaching | Learners' introductory activity |
|---|---|
| The teacher will introduce the lesson | Listen to the word of God. |
| The teacher will read the Holy Scripture which matches with what they have observed. (Genesis 3,23-24). | Listen to the explanation Working in group respecting the given instruction and answering questions. |

| | |
|---|--|
| Give clear instructions on group activities. | Present the findings in groups Listen to the word of God (Genesis 3 :23-24). |
| Give out textbooks of social and religious studies and show clearly the pictures they have to observe. | Link the word of God with what was present in groups. |
| To help and provide support during group activities. | Link the word of God with the everyday life. |
| Help learners to summarize the findings and keep important information related to the topic of the day. | Take positive action on how to put into practice the lesson learned. |
| Give homework to learners | Do assigned homework. |

Answers to learning activity 2.2

Adam and Eve found out that they were naked. God sent them away from the Paradise

Death, To be put in prison, hatred,...

Answers to the application activity 2.2

We should hate sin because it has bad consequences to people and God

Hatred, War

We should avoid sins because committing sins is disobeying God and sin has bad consequences to people.

2.6.3 . Preventing and avoiding sins

Learning activities: Using the role play, stories and songs, the learner will be able to

Identify positive practices and values that help in preventing and avoiding sin.

Teaching and learning activities : Bible, audio-visual devices, pictures

b. Methodology

Introduction

Tell a story to pupils regarding how to prevent and avoid sins

| Teacher's activity | Learner's activity |
|--|--|
| The teacher will introduce the lesson | Listen to the word of God. |
| The teacher will read the Holy Scripture which matches with what they have observed (Exodus 20,1-17) | Listen to the explanation Working in group respecting the given instruction and answering questions. |
| Give clear instruction on group activities. | Present the findings in groups |
| Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe. | Listen to the word of God (Exodus 20,1-17). |
| To help and provide support during group activities. | Link the word of God with what was present in groups. |
| Help learners to summarize the findings and keep important information related to the topic of the day. | Link the word of God with the everyday life. |
| | Take positive action on how to put into practice the lesson learned. |
| Give homework to learners | Do assigned homework. |

Answers to the learning activity 2.3

A child who had an accident, a man giving money to a boy, a boy praying

The man is trying to trick him

A boy had an accident and other children came to help him.

Obey our parents and avoid people who lead us into sin

Answers to applicaton activities 2.3

To obey parents, help my friends, respect people, praying, going to church, doing good things, avoid bad, following advice from elders.

2.7 Summary of the Unit

The sin of human being is disobedience to God. The sin has many bad consequences to God and to fellow humans. Human beings have freedom and intelligence given by God. They help him to differentiate bad and good.

2.8 Additional information for the teacher

A sin is something that breaks the heart of the doer and separate him from the love of God and his or neighbours. A person who commits a sin becomes pyschologically troubled, isolate himself from people and from God. It is good to be very sorry about ours sins and repent so that the love of God and our neighbours is restored.

2.9 End Unit assessment 2

Adam and Eve disobeyed God

God sent them away from Eden

We should prevent sins because they are bad to God and to people

Children tell lies, do not respect their parents, refuse to go do bed, refuse to do homework, refuse to go school,..

2.10. Additional actitivities

Match the sins in column A with consequences in column B

B

Fornication - Being beaten,

Stealing - Getting HIV/AIDS

Disobeying our parents - People do not trust what you say

UNIT

3

GOD'S SALVATION PLAN OF HUMANITY

3.1. Key unit competence

The pupil will be able to explain how God fulfilled his plan of salvation of humanity choosing Israelites his people

3.2. Prerequisite

Before undertaking this unit, the pupil should have prior knowledge and experience how God loved humans after creation, and how he continues to cater for them in everyday life.

3.3. Cross-cutting issues

Gender: Emphasize that we were created equally men and women. God is our Father. All of us are equal before God.

Peace and values: God wants us to live in perfect happiness. We too should avoid sin, and wish others good things. We must be faithful to God and live in peace with everyone.

3.4. Guidance to the introductory activity

Use role play on the story of Prophet Isaiah announcing the coming of the Messiah.

3.5. List of lessons

| | Lesson | Learning objectives | No of lessons |
|---|---------------------|--|---------------|
| 1 | The call of Abraham | Using the word of God, the pupil will be able to Explain the plan of salvation of humanity and God's love from creation | 1 |

| | | | |
|---|---|---|---|
| 2 | The story of Joseph | Using the word of God, the pupil will be able Tell the story of Joseph | 1 |
| 3 | God saving Israel from Egypt | Using the word of God the pupil will be able to Help others in need | 2 |
| 4 | God showed to Israel his Love in the desert | Using the word of God, the pupil will be able to: Explain how God showed his love to Israel in the desert. | 2 |
| 5 | The story of David | Using the word of God, the pupil will be able to Explain the role of God in the choice of Leadership in Israel | 1 |
| 6 | God revealed/himself in Jesus Christ | Using the word of God, the pupil will be able to Show how God revealed himself in his son Jesus Christ. Have faith in risen Lord Jesus Christ | 2 |
| | End unit | | 1 |
| | assessment | | |

3.6 Guidance to the lessons

3.6.1 The call of Abraham

using the word of God, the pupil will be able to

Explain the plan of salvation of humanity and God's love from creation.

Learning and teaching materials: Bible, pictures

Methodology

Introduction

In groups, learners list examples of people who help us to know God in the Churches and during prayers

Lesson

| Teacher's activity | Learner's activity |
|---|---|
| The teacher will introduce the lesson | Listen to the word of God. |
| The teacher will read the Holy Scripture which matches with what they have observed. (Genesis 12,1-5). | Listen to the explanation Working in group respecting the given instruction and answering questions. |
| Give clear instruction on group activities. | Present the findings in groups |
| Give out textbooks of social and religious studies and show clearly the pictures they have to observe. | Listen to the word of God (Genesis 12 :1-15). Link the word of God with what was present in groups. |
| To Help and provide support during group activities. | Link the word of God with the everyday life. |
| Help learners to summarize the findings and keep important information related to the topic of the day. | Take positive action on how to put into practice the lesson learned. |
| Give homework to learners | Do assigned homework. |

Answers to the introductory activity 3

Priests, pastors, a Muslim

The responsibility of teaching the word of God

Answers to the application activity 3.1

Old man, people carrying things, a horse, Old man with a knife, O boy lying on pieces of wood, Angel,...

Abraham is a man who was called by God to leave his country to a country that God would show him

Isaac

God made a promise of making Abraham's family Very big and Father of all believers

Answers to the application activity 3.1

Abraham was a rich farmer. He lived in the country where people worship other gods. He did not have any child. He lived with his wife Sara, workers and animals. One day, God called and he listened and obeyed what he said.

God told Abraham to **leave his country to another country that God would show him**

God promised Abraham blessing of Many children as many as the stars in the sky and as many as the sand on the earth.

3.6.2 The story of Joseph

Learning objectives : Using the word of God, the pupil will be able to tell the story of Joseph

Learning and teaching materials: Bible, pictures

Methodology

Introduction/Revision

Correction of the homework on the call of Abraham. Read the word of God on story of Joseph

Lesson

| Teacher's activity | Learner's activity | |
|---|----------------------------|--|
| The teacher will introduce the lesson | Listen to the word of God. | |
| The teacher will read the Holy Scripture which matches with what they have observed. (Genesis 37,3-4, 26-28). | Listen to the explanation | |

| | | |
|--|--|--|
| | Working in group respecting the given instruction and answering questions. | |
| Give clear instruction on group activities. | Present the findings in groups | |
| | Listen to the word of God (Genesis 37,3-4, 26-28). | |
| Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe. | Link the word of God with what was present in groups. Link the word of God with the everyday life. | |
| To help and provide support during group activities. | Take positive action on how to put into practice the lesson learned. | |
| Help learners to summarize the findings | | |
| and keep important information related to the topic of the day. | | |
| Give homework to learners | Do assigned homework. | |

Answers to the learning activity 3.2

Jacob produced 12

Jacob loved Joseph more than others

Jacob's sons sold him because they were Jealous. His father has bought for him a nice garment. I

His Brothers sold him to the Egyptian passengers who also sold him to Potifar the daughter of Pharaoh.

He explained the dreams of Pharaoh, he forgave his brothers, he became a good leader.

Answers to the application activity 3.2

They sold him because of Jealousy. His father loved him most

His brothers sold him to Egyptian passengers who also sold him to Potifar the daughter of Pharaoh.

a) Joseph explained the Dreams of **Pharaoh.**, b) Brothers of Joseph because they had **Jealousy about him.**

Joseph was a Great leader in Egypt, and forgave his brothers.

Joseph invited his family to live with him in Egypt

Not to be jealousy

3.6.3 God saved Israel from Egyptian captivity (Exodus, 1:8-14)

Learning objectives: Using the word of God, the pupil will be able to tell shortly the life of Israel in Egypt and their journey to the promised land.

Teaching and learning activity: Bible, pictures

Methodology

Introduction/Revision

To sing as song of praise remembering the journey of Israel from Egypt

Examples

Psalm 107.

Any other common song regarding the journey of Israel (Uko wayoboye Abayisiraheri ukabambutsa ya Nyanja itukura ukabageza i Kanani Mana utuyobore).

Lesson

| Teacher's activity | Learner's activity |
|--|--|
| Introduce a new lesson. | Listen to the word of God. |
| Read the word of God (Exodus 1,8-14) | Listen to the explanation |
| Explain the word of God. | Working in group respecting the given instruction and answering questions. |
| Give out textbooks of social and religious studies and show clearly the pictures they have to observe. | Present the findings in groups |
| To Help and provide support during group activities. | Listen to the word of God and answer related questions. |

Help learners to summarize the findings and keep important information related to the topic of the day.

Link the word of God with what was present in groups.

Link the word of God with the everyday life.

Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt

Take positive action on how to put into practice the lesson learned.

Answers of the learning activity 3.3

People carrying things. People crossing water, people on the host chasing them

They lived well before but after, they lived a bad life marked by hardships, slavery and lack of freedom

It is Moses who led Israel from Egypt.

Answers to the application activity 3.3

a) God used **Moses** to save Israelite from Egypt, b) When Israel were in Egypt, they were under slavery.

The family of Israelites was growing bigger and bigger than Egyptian

3.6.4 God showed his love to Israel in the desert.

Learning objective: Using the word of God, the pupil will be able to Explain how God showed his love to Israel in the desert . Reflect on the plan of salvation of humanity.

Teaching and learning materials: Bible, Pictures, audio visual materials, flip charts,...

Methodology

Introduction

Correct the homework on the life of Israel in the Egypt

Lesson delivery

| Teacher's activity | Learner's activity |
|---|--|
| The teacher will introduce the lesson | Listen to the word of God. |
| The teacher will read the Holy | Listen to the explanation |
| Scripture which matches with what they have observed. (Exodus 1,12-14) | Working in group respecting the given instruction and answering questions. |
| Give clear instruction on group activities. | Present the findings in groups |
| Give out textbooks of social and | Listen to the word of God (Exodus 1, 12-14). |
| Religious studies and indicate clearly the pictures that have to observe. | Link the word of God with what was present in groups. |
| To Help and provide support during group activities. | |
| Help learners to summarize the findings and keep important information related to the topic of the day. | Link the word of God with the everyday life. |
| | Take positive action on how to put |
| | into practice the lesson |
| | learned. |

Learning activity 3.4

A person who hits the rock and water comes out (Moses)

Israelites reached the desert

They were thirsty and hungry

Manna and Quails' meat

Application activity 3.4

They were thirsty and hungry.

God provided Manna

3.6.5 : The story of David

Learning objectives : Using the word of God, the pupil will be able to

Explain the role of God in the choice of Leadership in Israel.

Teaching and learning Materials: Bible, Pictures.

Methodology

Introduction

The pupil will role play the story of call of David (David 16:1-13)

Lesson delivery

| Teacher's activity | Learner's activity |
|---|--|
| Introduce a new lesson. | Listen to the word of God. |
| Read the word of God | Listen to the explanation |
| Explain the word of God. | Working in group respecting the given instruction and answering questions. |
| Give out textbooks of social and religious studies and show clearly the pictures they have to observe. | Present the findings in groups |
| To help and provide support during group activities. | Listen to the word of God and answer related questions. |
| Help learners to summarize the findings and keep important information related to the topic of the day. | Link the word of God with what was present in groups. |
| Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt | Link the word of God with the everyday life. |
| | Take positive action on how to put into practice the lesson learned. |
| | Do assigned homework. |

Answers to the learning activity 3.5

A small boy with sling in the hand, a big man with a spear and a shield

Big person is Goliath, small person is David. David has a stone.

David

David Salomon and Samuel

Answers to the application activity 3.5

He was elected King when he was Young, he defeated Goliath, liked to sing

He who believes in God is not defeated.

3.6.6. God revealed himself in Jesus Christ

Learning objectives: Using the word of God, the pupil will be able to show how God revealed himself in his son Jesus Christ.

Have faith in risen Lord Jesus Christ

Introduction

In groups, pupils will share what they know about Jesus.

Lesson delivery

| Teacher's Activity | Learner's activity |
|--|--|
| Introduce a new lesson. | Listen to the word of God. |
| Read the word of God (Exodus 1,8-14) | Listen to the explanation |
| Explain the word of God (Matthew 3:12-17). | Working in group respecting the given instruction and answering questions. |
| Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe. | Present the findings in groups |
| | Listen to the word of God and answer related questions. |

| | |
|---|--|
| To help and provide support during group activities. | Link the word of God with what was present in groups. |
| Help learners to summarize the findings and keep important information related to the topic of the day. | Link the word of God with the everyday life. |
| Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt | Take positive action on how to put into practice the lesson learned. |

Answers to the learning activity 3.6

Jesus Christ is the Son of God

He died and was risen,

He did many miracles (change water in wine, raised the dead, healed the sick.

He went to Heaven

Application activity 3.6

Jesus was born in Jerusalem

Jesus died and was risen . Jesus opened the eyes of the blind and performed many other miracles.

John Baptiste

Lazarus

3.7 Summary of the Unit

From the beginning, God has a long plan of saving humanity. He used our patriarchs/fathers in faith such as Abraham, Joseph, Moses, David and prophets. When the time came GOD sent his Son Jesus. He came to reveal God his Father. In this time God reveals himself to us through pastors, priests, bishops, our parents, religious leaders.

God promised to Abraham that he will make him a great family. He reproduced a baby Isaac when he was old. Isaac begot Jacob, Jacob and Esau. Jacob reproduced twelve sons. Joseph is among them. Jacob loved Joseph more than others. When Israel came from

Egyptian captivity, they crossed the red sea under the leadership of Moses. They passed some days in the desert towards the promised land.

3.8 Additional information for the teacher

The teacher should also read the following stories in the Bible.

The story of Abraham (Genesis 12-25)

The story of Joseph (Genesis 37-50)

God saving Israelites from Egypt (Exodus 1-15,21)

The Journey of Israel in the desert (Exodus 15, 22-17)

The life of Jesus (in the Gospels)

3.9 Additional activities

The teacher prepares questions which will help pupils to fix information about the plan of salvation and help them to understand and participate in his or her own salvation. The teacher also prepared remedial and extended activities for the learners

UNIT

4

RELATIONSHIP BETWEEN GOD'S MESSAGE AND PEACE

4.1. Key unit competence

The pupil will be able to explain the relationship between God's message and peace as well as participate in the activities aiming at promoting peace.

4.2. Prerequisite

Before undertaking this unit, the pupil should have knowledge on the meaning of peace and consequences of lack of peace.

4.3. Cross-cutting issues

Peace and values: Emphasize the culture of peace and values among learners through respect and following the the word of God and Holy scriptures.

Inclusive education: Emphasize the right to live peacefully is for everyone without any discrimination.

Gender : The promotion of peace is the concern of all people without males and females. So no one should lack peace based on his or her gender.

Financial education: Lack of peace is an obstacle to development.

Environment and sustainability: Obstacles to peace also are dangerous to the environment. the promotion of peace helps also in protecting environment.

4.4. Guidance to the introductory activity

Role play of pupils showing security agencies stopping strikes after the match between two teams.

4.5. List of lessons

| | Lesson title | Learning objective | No of lessons |
|---|--|--|---------------|
| 1 | Meaning of peace and Message of God | Using different role plays and stories about peace. the learner will be able to Show the relationship between God's message and peace | 1 |
| 2 | Happy are those who sow peace, they will be called children of God | Using the word of God (Matthew 5:1) the learner will be able: Master and memorize the beatitudes on peace Participate actively in the activities geared to promote peace | 3 |
| 3 | Peace and Justice | Using different stories and pictures, the pupil will be able to: Explain different ways of promoting peace using the word of God. Avoid activities that prevent peace and justice in the society | 3 |
| 6 | End unit assessment | | 1 |

4.6 Methodology

4.6.1 Meaning of peace and God's message

Learning objective: Using various role plays and stories about peace. the learner will be able to show the relationship between God's message and peace .

Teaching and learning materials: Bible, pictures and audio visual devices.

Methodology

Introduction/revision

Discuss in groups the signs of lack of peace and to show the strategies in fighting against violence and conflicts in order to restore unity.

Lesson

| Teacher's activity | Learners activity |
|--|--|
| Introduce a new lesson. | Listen to the word of God. |
| Read the word of God Explain the word of God (John 20:19). | Listen to the explanation |
| Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe. | Working in group respecting the given instruction and answering questions. |
| To Help and provide support during group activities. | Present the findings in groups |
| | Listen to the word of God and answer related questions. |
| Help learners to summarize the findings and keep important information related to the topic of the day. | Link the word of God with what was present in groups. |
| | Link the word of God with the everyday life. |
| Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt | Take positive action on how to put into practice the lesson learned. |

Answers to the learning activity

God request people to love one another.

When the person has peace, is calm, love other people, helps other people

Answers to the Application activity 4.1

1. When the rights of everyone are respected; when there is

complementarity and gender equality, security, sharing, playing,.....

Stealing, drug consumption, fornication, telling lies, killings,.....

4.6.2 Happy are those who sow peace, they will be called children of God

Learning activity: Using the word of God (Matthew 5:1) the learner will be able:

Master and memorize the beatitude on peace

Participate actively in the activities geared to promote peace

Teaching and learning materials: pictures

Lesson Methodology

Introduction

After role play on things that are obstacles to peace, pupil discuss in groups importance of living in peace, fight and against obstacles to peace

Lesson

| Teacher's activity | Learner's activity |
|--|--|
| Introduce a new lesson. | Listen to the word of God. |
| Read the word of God Explain the word of God (Ephesians 6 1:4). | Listen to the explanation |
| Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe. | Working in group respecting the given instruction and answering questions. |
| To Help and provide support during group activities. | Present the findings in groups |
| | Listen to the word of God and answer related questions. |

| | |
|---|--|
| Help learners to summarize the findings and keep important information related to the topic of the day. | Link the word of God with what was present in groups. |
| Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt | Link the word of God with the everyday life. |
| | Take positive action on how to put into practice the lesson learned. |

Answers to the learning activity 4.2

On the picture, there are two boys fighting, soldiers with guns during war children skipping rope,..

Activities to avoid include fighting, stealing and using guns

Activities that are obstacles to peace include warfare, fighting, disobedience, lack of respect to others, stealing, injustices,...

Answers to the application activity 4.1

Yes

No

Yes

Yes

4.6.3 Happy are those who sow peace, they will be called children of God

Learning objectives: using the word of God from the Bible (Mt 5:1), the pupil will be able to:

Tell the beatitudes on peace "Happy are those who sow peace, they will be called children of God"

In groups, pupils will discuss things that can be done to promote peace at home, in school and in community in general.

Teaching and learning materials : Bible, Pictures.

Methodology

Lesson delivery

| Teacher's activity | Learner's activity |
|---|--|
| Introduce a new lesson. | Listen to the word of God. |
| Read the word of God Explain the word of God (Matthew 5-9). | Listen to the explanation |
| Give out textbooks of social and religious studies and show clearly the pictures they have to observe. | Working in group respecting the given instruction and answering questions. |
| To Help and provide support during group activities. | Present the findings in groups |
| | Listen to the word of God and answer related questions. |
| Help learners to summarize the findings and keep important information related to the topic of the day. | Link the word of God with what was present in groups. |
| Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt | Link the word of God with the everyday life. |
| | Take positive action on how to put into practice the lesson learned. |

Answers to the learning activity 4.3

The following are activities that show peace:

a. In the family: dialogue, love, happiness, complementarity, communication, sharing, helping one another, mutual respect

At school: Work together, helping one another, games plays, participating in itorerero

Activities of promoting peace in our school : club of unit and reconciliation, security, club of non-violence, club of fighting

against drugs,...

Answers to the application activity 4.3

Building peace means participating in activities that lead to longterm peace.

A peaceful family is characterized by sharing, helping one another, respecting one another and loving one another.

Mwaramukanye amahoro? Musigare amahoro, Imana ibarinde, murare neza murare aharyana

4.6.4 Peace and Justice

Learning objectives : Using different stories and pictures, the pupil will be able to:

Explain different ways of promoting peace using the word of God.

Avoid activities that prevent peace and justice in the society

Teaching and learning materials: Bible,pictures

Methodology

Introduction

Role play the action of Christians stopping violence by calling security services .

The story may be about the human trafficking or hard labor for children.

Lesson

| Teacher's activity | Learner's activity |
|--|--|
| Introduce a new lesson. | Listen to the word of God. |
| Read the word of God Explain the word of God (1 Chronicles 3:16-28). | Listen to the explanation |
| Give out textbooks of social and religious studies and show clearly the pictures they have to observe. | Working in group respecting the given instruction and answering questions. |
| | Present the findings in groups |

| | |
|---|--|
| To Help and provide support during group activities. | Listen to the word of God and answer related questions. |
| Help learners to summarize the findings and keep important information related to the topic of the day. | Link the word of God with what was present in groups. |
| | Link the word of God with the everyday life. |
| Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt | Take positive action on how to put into practice the lesson learned. |
| | Homework Ask your parents the instances of Justice |

Answers to the learning activities 4.4

People in court, judges, prisoners, the national flag of Rwanda

It is good to hand over the people who do wrong to justice because they are punished and others live in peace

Answers to the application activity 4.4

Abunzi

Institutions to call in case of violence

Police, RIB

Village, cell and sector leaders

School administration, RIB, Police

4.6.5 Importance of peace and Justice

Learning objectives : using short stories, the learner will be able to:

Explain the role of Justice and peace in the society

Explain how Justice bring about peace

Teaching and learning materials: Bible, story books

Methodology

Introduction

Using pictures the teachers asks what they see on pictures and slowly makes them to discover the lesson of the day. After learning activities will also be asked.

Lesson

| Teacher's activity | Learner's activity |
|---|--|
| Introduce a new lesson. | Listen to the word of God. |
| Read the word of God Explain the word of God | Listen to the explanation |
| Give out textbooks of social and religious studies and show clearly the pictures they have to observe. | Working in group respecting the given instruction and answering questions. |
| | Present the findings in groups |
| To help and provide support during group activities. | Listen to the word of God and answer related questions. |
| Help learners to summarize the findings and keep important information related to the topic of the day. | Link the word of God with what was present in groups. |
| | Link the word of God with the everyday life. |
| Prepare a homework where pupil will ask their parents to read for them. | Take positive action on how to put into practice the lesson learned. |

Answers to learning activity 4.5

Justice restores unity, punishes the evil doers, people forgive one another. It also restores peace.

At school, I listen to problems of others and solve them. I provide information where there is conflict, I respect everyone, I live well with others, I tell the truth, I play well with others,...

Answers to the Application activity 4.5

The role of Justice in the family and at school

In the family: with Justice, children respect their parents, parents love their children, parents provide to children what they need.

Mutual respect. In conclusion everyone at home does his work. With justice everyone lives in peace in the family

At school: With justice, teachers and school administration staff do their work, they respect rights of children, student live together peacefully without fighting and preparing their future.

4.7 Answers to the end Unit assessment

Fill the following sentences

I leave you peace, my peace I give you

Happy are those who sow peace they will be called children of God

Justice means punishing the evil doers.

Conflicts, wars, violence, drug abuse...

a) False b) True c) True

Justice leads to peace when :

It respects the rights of everyone

It punishes the evil doers

It prevents evil and promote peace and security for everyone. .

4.8 Summary of the Unit

Peace is very important in everyday life. The Bible reminds us that Happy are those who sow peace, they will be called children of God

4.9 Additional information

As a teacher you should have sufficient information on justice instances in Rwanda (Abunzi, local government entities, security,...). He or she should have information on their responsibilities and their roles in promoting peace and justice in the society.

4.10 Additional activities

Compose a short story on peace and justice

Compose a poem on importance of Peace

ISLAMIC RELIGIOUS STUDIES

UNIT



PILLARS OF ISLAMIC FAITH

1.1. Key Unit Competence

By the end of this unit, the pupil will be able to show that God is the only God that should be worshiped and work tirelessly for him avoiding the eternal hell.

1.2. Prerequisite

Before undertaking this unit, the pupil should have the prior knowledge on the Qur'an and how to make Muslim prayer.

1.3. Cross-cutting issues

Environment and sustainability: Pupils will be encouraged to respect Creatures created by one God and protect them .

Gender equality: The teacher will emphasize that People were created with equal dignity, Men and women are equal before God.

1.4. Guidance to the introductory activity.

The teacher holds a conversation with the pupil on God's love to people, good deeds that characterizes people , their death and resurrection.

1.5. List of lessons

| | Lesson title | Lesson objective | No of periods |
|---|-------------------|--|---------------|
| 1 | Belief in One God | Knowledge and understanding: | 1 |
| | | List the pillars of Islamic faith | |
| | | Skills: Differentiate Islamic faith with other monotheistic faith (beliefs in one God) | |

| | | | |
|---|------------------------------------|---|---|
| | | Attitudes and value: Give God his glory through prayers. | |
| 2 | Belief in the Angels | <p>Knowledge and understanding: Explain the role of Angels</p> <p>Skills: differentiate Angels from Humans.</p> <p>Values and attitudes: Avoid the idolatry activities.</p> | 1 |
| 3 | Belief in Holy Scriptures | <p>Knowledge and understanding: Describe the Holy scriptures and the word of God</p> <p>Skills: Differentiate the normal books from the holy scriptures</p> <p>Values and attitudes: Respect Holy Scriptures as word of God</p> | 1 |
| 4 | Beliefs in Messengers and prophets | <p>Knowledge and understanding :</p> <p>Identify major God's messengers and prophets in Islam</p> <p>Skills: Explain the role of God's messengers and prophets:</p> <p>Attitude and values: Follow the teachings of the prophets</p> <p>Beliefs in the last Knowledge and understanding: 1 Judgment, heaven, List things that will happen during hell, resurrection the last judgment and life after death</p> <p>Skills: Describe events of the last day.</p> <p>Attitude and values: Live well with others to win the favors of God on the last judgment.</p> | 1 |

| | | | |
|---|-------------------------------------|---|---|
| 6 | Belief in the predestination | Knowledge and understanding: Explain the meaning of predestination Skills: Discuss how Predestination is not an invitation to laziness and surrender. Attitudes and values: Behave well and work hard to take a better world. | 1 |
| 7 | End unit assessment | | 1 |

1.6. Guidance to the lessons

1.6.1 Belief in one God

Learning objectives.

Knowledge and understanding: List the pillars of Islamic faith

Skills: differentiate Islamic faith with other monotheistic faith (belief in One God)

Attitudes and value: To give God his glory through prayers.

Teaching and learning materials: Qur'an , books of Yasarnard-Qur'an, Hadith of Muhamad, other Islamic religious books

Methodology

Introduction

Pupils do an activity in groups. The teacher invites pupils to observe pictures and requests them to answer questions. Reads aloud the story of Kagabo and then ask questions to pupils that will held to discover the new lesson.

Lesson delivery

The teacher analyses the answers of the pupils and then chooses the right ones in line with the lesson. The answer should be that there is Only one God.

Answers to the application activity

The name of God is Allah

God is eternal

God is different from other things is that God does not start to exist and that did neither beget nor is begotten.

1.6.2 Belief in Angels

Learning objectives:

Knowledge and understanding: explain the role of Angels

Skills: differentiate Angels from Humans.

Values and attitudes: Avoid the idolatry activities.

Teaching and learning materials. Qur'an ,books Yasarnard-Qur'an, Hadith of Muhamad, Islamic religious books.

Methodology

Introduction

The teacher asks questions relating to the lesson of the day. The pupil brainstorm on the origin of Angels and their role on earth. The teacher assesses the answers of the pupils and keeps only what is right.

Answers to learning activity 1.2

The Angels were created by God. The role of Angels is to praise Allah in Heaven

Answers to the Application activity 1.2

The second pillar of Islamic Faith is **Belief in the Angels**

- a. Michael : is in charge of providing food and rain to the creatures?
- b. Djibril/Gabriel : He is a leader of Angels. in charge of delivering

God's message to the prophets..

- c. Israfil: He is in charge of blowing the trumpet on the last day of the judgment.

1.6.3. Belief in Holy scriptures

Learning objectives

Knowledge and understanding: Describe the Holy scriptures and the word of God

Skills: Differentiate the normal books from the holy scriptures

Values and attitudes: Respect the Holy scriptures as word of God.

Teaching and learning materials : Qur'an, books of Yasar'nal-Qur'an, Hadith of Muhamad, other Islamic Religious books.

Methodology

Introduction

The teacher forms the groups of average number and then gives the groups the task on the books used during prayers or worship. The teacher asks the learners to compare them with the normal books they use in classroom. The teacher

helps the group and identifies answers that are relevant to the questions.

Answers to learning activities 1.3

During prayers people use Bible and Qur'an

These books are different from other books because they contain the Word of God

Answers to the application activity 1.3

The third pillar of Islamic faith is belief in the Holy scripture

Books that were given to people to read are Gospel. Torah, Psalms, Qur'an

1.6.4. Belief in the Prophets and God's messengers.

Learning objectives :

Knowledge and understanding : Identify major God's messengers and prophets in Islam

Skills: Explain the role of God's messengers and prophets:

Attitude and values: Follow the teachings of the prophets

Teaching and learning materials : Qur'an, books of Yasarnard-Qur'an, Hadith of Muhamad, other Islamic Religious books.

c) Methodology

Introduction

The teacher asks pupils some questions on previous pillars of islamic faith learned. He/she introduces the new lesson on the belief in God's messengers and prophets by asking learners names of the prophets they know. Pupils also explain what they know about each prophets. the teacher builds on what pupils have presented and then constructs the new lesson on belief in God's messengers and prophets.

Answers to the learning activity 1.4

Prophets are the following Jesus, John Baptist, Mohammad, Isaiah,...

Prophets delivered God's message to people

Answers to the application activity 1.4

The first prophet is Adam while the last prophet is Muhammad

Job was a faithful believer. He was rich and had many children. But he got problems all his wealth disappeared, his children died. But he remained faithful to God.

The father of all believers is Abraham

1.6.5. Belief in last day, life after death, resurrection, heaven and hell

Learning objectives

Knowledge and understanding: List things that will happen during the last judgment

Skills: Describe events of the last day.

Attitude and values: live well with others to win the favours of God on the last judgement.

Teaching and learning materials: Qur'an , books of Yasarnard- Qur'an, Hadith of Muhamad, other Islamic religious books

Methodology

Introduction

The teacher starts his or her lesson by putting pupils in groups and then assigns the task. the task will be to discuss the master of the Universe/earth and where people go when they die. Pupils may not come up with the correct answer immediately. the teacher draws their attention on the fact of Hell and Heaven as written in Holy scriptures. slowly the teacher also introduces other concepts such as last judgement, resurrection, life after death,.. The teacher summarizes the lesson of the day and helps learners to keep key message in the lesson.

Answers to learning activity 1.5

The sovereign and the master of the earth is God/ Allah

When people die, some go to heaven when they have behaved well in the world while bad people go to hell.

Answers to the application activity 1.5

a) Last day: It is the day of Judgment. God will gather all people and make a judgement. All their actions will be put forward.

Life after death: Those who did good things and behaved well. they will continue to live with Allah in Heaven

God will rise all creatures to make a judgment

1.6.6. Belief in predestination

Learning objectives

Knowledge and understanding: Explain the meaning of predestination

Skills: Discuss how Predestination is not an invitation to laziness and surrender.

Attitudes and values: Behave well and work hard to make a better world

Teaching and learning materials: Qur'an, books of Yasarnard-Qur'an, Hadith of Muhamad, other Islamic religious books.

Methodology

The teacher starts the lesson with a conversation on the good things and bad things we get in everyday life. he or she asks the pupils who causes this to happen to people. again, basing on the story of Karima in the pupils book, explain what muslim believe in regard to what happens to them, hence predestination. God knows already things that will happen to people and they can avoid them. The teacher emphasizes that predestination does not mean to sit and avoid work. However, people should work hard to make sure that they get good things.

Answers to the learning activity 1.6

On this question, there is no precise answer, poverty maybe caused by laziness, or refusal to work. However, draw pupil's attention that for Muslim they believe in predestination.

Answers to the application activity 1.6

Predestination means that God/ Allah allows things to happen to us as his servants. Whatever happens to human beings is in the plan of God.

Qur'an 67 says that God created death so that people are tested.

People should not sit and wait what God planned for them, they should work hard to reach what God planned for them.

1.7 Answers to end unit Assessment.

There are 6 pillars of Islamic Faith Belief in one God

Belief in Angels

Belief in Holy Scriptures

Belief in God's messengers and prophets

Belief in Last day, resurrection, heaven, hell and life after death

Belief in predestination

Advice given to people who worship idols it is that this leads to losing God's favor and eternal life. They should worship only Allah who created heaven and earth

a) Israfil

b) Gabriel

c) Malakul Mawti

d) Michael

Allah gave Holy Scripture to people to read and find wisdom of living well and serving him as required

Qur'an is a Holy book of worship for Muslim.

The last prophet is Muhammad

God allows the evil to test faith of people and to see how faithful they are to his Word

1.8 Addition information for the teacher

As a professional teacher, you should have more information about pillars of faith in Islam. It is good to read more on predestination so that it is not misunderstood as surrendering to God's plan for one's life and avoiding responsibility of people in their own lives.

1.9 Additional activities

A professional teacher, and in the view of enhancing competence acquisition, it is good to give pupil additional activities. these are subdivided into three categories Consolidated activities. remedial activities and extended activities. Consolidated activities are

activities to enhance retention of information, remedial activities are activities for the slow learners while extended activities are for talented pupils. Prepare all these activities. The following are examples of additional activities that can be given to pupils.

What do Angels help a Muslim in the everyday life?

UNIT

2

MEMORIZING AND RECITING SHORT CHAPTERS IN QUR'AN.

2.1. Key unit competence:

By the end of this unit, the pupil will be able to accurately recite and explain short chapters

2.2. Prerequisite:

Before undertaking this unit, the pupil must have advanced knowledge in Arabic letters as well as their correct pronunciation.

2.3. Cross-cutting issues

Peace and values education: After undertaking the chapters in this unit, pupils will live together peacefully and avoid attributing bad names to their fellow because it is bad and punishable by Allah

Financial education: The teacher emphasizes on the punishment reserved to people who gain wealth illegally and hence pupils will have attitudes of caring and enhancing justice in simple financial transactions of everyday.

2.4. Guidance to the introductory activity

The teacher asks pupils if they have memorized some chapters/surat in Qur'an. What is the importance of memorizing and reciting chapters in Qur'an in the life of a Muslim? After listening to their explanation, the teacher shows the importance of memorizing and reciting the chapters. Chapters known as Surat are in common prayers and all will reward Muslims who will have done so.

2.5. List of lessons

| | Unit name | Lesson objectives | No of lessons |
|----|--|--|---------------|
| 1 | Memorize and recite Chapter Al-Fat'hat | By the end of each chapter, the learner will be able to recite and explain all the learned Chapters. | 1 |
| 2 | Memorize and recite Chapter Al-Fiili | | 1 |
| 3 | Memorize and recite Chapter Qurayishi | | 1 |
| 4 | Memorize and recite Chapter Al Ma-Una | | 1 |
| 5 | Memorize and recite Chapter Al Kawthar | | 1 |
| 6 | Memorize and recite Chapter Al Kafiruna | | 1 |
| 7 | Memorize and recite Chapter A-Nasw'ru | | 1 |
| 8 | Memorize and recite Chapter Al Masad | | 1 |
| 9 | Memorize and recite Chapter Al-Ikh'laswi | | 1 |
| 10 | Memorize and recite Chapter Al-Falaq | | 1 |
| 11 | Memorize and recite Chapter A-Naas | | 1 |

2.6. General methodology on teaching memorization and reciting the short chapters

Unit two is about memorization and reciting short chapters in the Qur'an. There are many approaches but the choice of an approach depends on the pupil's proficiency in Arabic language. Hence The teacher is required first to examine the mastery of Arabic letters on the side of the pupils.

The following are chapters that pupils should memorize and recite

correctly:

Al-fat'ha meaning

Al-Fiil:Chapter

Ali-quraysh:

Al- Mauna

Al kawthar

Al kafiruna

Al-Nasw'ru

Al Masad

Al-Ikh'laswi

Al Falaq:

Al Naas:

Note the following while teaching the following in teaching memorization and reciting the above mentioned chapters:

Explain the meaning of each line of the chapter as well as its title in English

Explain difficult word in simple English

Correct pupil and provide accurate pronunciation of the concept

At the end of each chapter, ask some questions to ensure that pupil understand the meaning of each line.

Help pupils to repeat several times until they memorize

Allow pupils to practice reading and reciting until they recite by heart.

Give homework to pupils to practice reading and reciting the chapters in daily prayers.

Before moving to the next chapter ensure that the previous ones are mastered

The short video on reciting the chapters are important tool for teaching memorization and reciting the chapters in the Qur'an.

All chapters are taught in the same manner so get the right approaches to teaching these chapters.

Pupil can read and recite one by one, pairs or as a group. Ensure that each pupil gains confidence in reciting the chapter learnt.

For each lesson refer to the pupil's book for the content, corrections and answers to the learning and application activities.

2.7. Answers to the end unit assessment

Ensure that all pupils are able to recite at least five chosen chapters. Correct where necessary.

Ensure that pupils master well the explanation in English of each chapter recited.

Ensure that all pupils understand each line recited in English.

2.8 Summary of the unit

The teacher summarizes the main message of the memorized chapters and encourages pupils to recite them regularly as recommended by the Qur'an.

2.9 Additional activities

Prepare well activities for the pupil to make sure that they memorize all learned chapters.

UNIT

3

MUSLIM PRAYER

3.1 Key Unit competence

By the end of this unit, the pupil will be able to pray adequately, be good to people and to God.

3.2. Prerequisite

Before undertaking this unit, the pupil must possess the knowledge and information on the pillars of Islam or the testimony of belief only one God.

3.3. Cross-cutting issues

Peace and values Education: The teacher should emphasize on the existence of many religious and that each Religion has its own way of praying. Hence pupils should learn tolerance and peaceful coexistence with other people in different religions.

3.4. Guidance to the introductory activity

The teacher starts the lesson with introductory activity. He/she facilitates the pupils to discover the content within the unit. He/she forms the groups and assigns pupils the task to discuss the importance of prayer in daily life.

3.5. List of lessons

| | Lesson title | Learning objectives | No of periods |
|---|----------------------------------|---|---------------|
| 1 | Five obligatory prayers in Islam | Knowledge and understanding: Identify regulations for prayer in Islam. Skills Explain requirements for making a prayer Attitudes and values: Prayer respecting regulations as required. | 2 |

| | | | |
|---|--|---|---|
| 2 | How to pray | <p>Knowledge and understanding: Identify parts of Muslim prayer</p> <p>Skills Explain obligations and prohibitions in prayer</p> <p>Attitudes and values: Avoid whatever can spoil prayer</p> | 2 |
| 3 | Importance of prayer | <p>Knowledge and understanding: Identify all things that spoil prayer</p> <p>Skills: Explain the reward for people who perform prayer</p> <p>Attitude and values: Live well with others</p> | 2 |
| 4 | Punishment of people who do not perform prayer | <p>Knowledge and understanding: List things that spoil prayer</p> <p>Skills: explain consequences of not performing or performing poorly Muslim prayer</p> <p>Attitudes and values: Avoiding sins in everyday life.</p> | 1 |
| | End Unit assessment | | 1 |

3.6. Guidance to the lessons

3.6.1 Five obligatory prayers

Learning objectives

Knowledge and understanding: Identify regulations for prayer in Islam. **Skills** Explain requirements for making a prayer

Attitudes and values: Prayer respecting regulations as required.

Teaching and learning materials: Qur'an, Religious books, prayer mat, pictures, portable board.

Methodology

Introduction

The teacher forms the groups of average number of pupils and distribute the task to groups. The teacher will facilitate the tasks by explaining and clarifying difficult concepts. Questions will be about the importance of prayer and how

Many times they think a person can pray a day. There may be many answers but the teacher focuses on what is essential and relevant to the lesson.

Answers to the introductory activity (3.1):

To pray is very important.

There is no precise times for prayers pupils will give as they feel but highlight that for Muslims they are obliged to pray five times a day.

The importance of prayer is to communicate with God our Father and creator. As a professional teacher, analyze other answers of pupils and come up with what is related to the lessons.

The teacher will guide instructions on how to carry out the learning activity. He/she will guide them on how to finish their tasks successfully and supplement their answers where necessary.

Answers to the learning activity 3.1

Pray five times a day is good for Muslim.

Through prayers, their sins are forgiven

Prayer is a key to Heaven according to Muslim

Answers to the application activity 3.1

The following are five obligatory/compulsory prayers for Muslim

- Alfajiri: Dawn or before the sunrise
- Adhuhur: Midday prayers
- Al-Aswir: Afternoon prayers
- Magharib: Evening prayers

- Al-Ishai: Midnight prayers

Regulations for Muslim prayers

To be a Muslim,

To have performed hygiene as required

To have adult age

A prayer is very necessary for a living person

A prayer is very important for a Muslim who is not disabled and who has sound mind

3.6.2 Rules of Prayer in Islam

Learning objectives

Knowledge and understanding: Identify parts of Muslim prayer

Skills: Explain obligations and prohibitions in prayer

Attitudes and values: Avoid whatever can spoil prayer

Teaching and learning materials: Qur'an, prayer mat, pictures, portable board.

Methodology

Introduction

The teacher starts a lesson by revision on previous lesson on five compulsory Muslim prayers. The learning activity will be done in groups, the teacher reads loudly the case study and then the pupils work on assigned tasks.

Answers to the learning activity 3.2

The teacher will analyze answers to the learning activity, and then provides answers. Muslim prayer has rules of hygienic practices to do before performing it. .

Answers to the application activity 3`2

Referring to the pupil book 3.2 topic there are rules and regulations. As a professional teacher summarize them and make sure pupils keep the accurate information about hygienic practices before

performing Muslim prayer.

3.6.3. The importance of prayer

Learning objectives

Knowledge and understanding: Identify all things that spoil prayer

Skills: Explain the reward for people who perform prayer

Attitudes and values: Live well with others

Teaching and learning materials: Qur'an Islamic religion books, prayer mat, pictures, portable board.

Methodology .

Introduction

The teacher introduces the new lesson with revision on rules of Muslim prayer. He/ she forms groups of average number of pupils and allow them to discuss the importance of prayer for an individual or community. During presentations, the teacher summarizes and keep what is essential and relevant to the lesson.

Answers to the learning activity 3.3

Pupils will give different answers but emphasizes that prayer helps a person to communicate with God and help them to win the reward and favors of God. Again a prayer help a person to grow spiritually and morally. To behave well and to do good things in the society.

Answers to the application activity 3.3

On the application activity, find the most important elements that show importance of prayer. Again highlight that respecting times of prayer cannot make a person dirty since is washing his hand always when he or she is going to perform prayer.

3.6.4 Punishment to people who do not perform prayer

Learning objectives

Knowledge and understanding: List things that spoil prayer

Skills: explain consequences of not performing or performing poorly Muslim prayer

Attitudes and values: Avoiding sins in everyday life.

Teaching and learning materials: Qur'an, and other Islamic religious books, pictures.

Methodology

Introduction

The lesson starts with revision on the previous lesson on importance of prayer. the pupil brainstorm on what they think is the punishment for the people who do not perform prayer as required or those who perform poor prayer. The teacher build s on this information and highlights what the Qur'an says about those who do not perform prayer as required.

Answers to the learning activity 3.4.

Learning activity does not have precise answers. Pupils may give different ideas on this but focus on the fact that those who do not perform swalat will go to Hell and lose God trust and protection

Answers to the application activity 3.4

Pupils may give different ideas on this but focus on the fact that those who do not perform swalat will go to Hell and lose God's trust and protection

3.7. Answers to the End unit assessment

Verse 78 of chapter Bani Israil teaches to pray. It invites us to pray at the decline of the sun until the darkness of the night and also at the dawn.

The five compulsory prayers for Muslims are the following:

Alfajiri: Dawn or before the sunrise

Adhuhur: Midday prayers

Al-Aswir: Afternoon prayers

Magharib: Evening prayers

Al-Ishai: Midnight prayers

To be a Muslim,

To have performed hygiene as required

To have adult age

A prayer is very necessary for a living person

A prayer is very important for a Muslim who is not disabled and who has sound mind

For the answers on this questions see 3.2 in the pupil book.

The benefit of performing Muslim prayer as required is heaven.

3.8. Summary of the Unit

Prayer is very important in every day life. Prayer helps people to communicate to God their Lord and creator. Muslim prayer is recommended for all Muslim with rules and regulations. before performing prayer one should make proper cleanliness as required and as recommended in the Qur'an. Allah will punish those who do not perform prayer as required.

3.9. Additional information for the teacher

As a professional teacher, read widely on how prayer is performed in other religious denominations and compare it to establish the relationship between Muslim prayer and other prayers in those religions.

3.10. Additional activities

Prepare additional activities for the pupil. these activities can be activities for consolidation (to enhance competence acquisition) remedial activities for slow learners as well as extended activities for talented and gifted learners to reach the key unit competence.

UNIT

4

BRIEF HISTORY OF ISLAM

4.1. Key unit competence

By the end of this unit, the pupils will be able to show values that characterized first caliphs, to be model in everyday life

4.2. Prerequisite

Before undertaking this unit on brief history of Islam, the pupil must have prior knowledge on the life of Muhammad, values that characterized him and the start of Islam.

4.3. Cross-cutting issues

Inclusive education: The teacher will emphasize on the equal right to education of all children and highlight that in its start Islam fought for rights of oppressed people. Pupils also should have the same spirit of promoting inclusion in daily life.

Gender equality: Both gender, male and female have right to belong to a given religion.

Peace and values education: Help pupil to understand that there is unit of all believers regardless their own beliefs since all were created by the same God with equal dignity. They should strive to understand their belief at the same time respecting the belief of others.

4.4. Guidance to the introductory activity:

In the introduction to this unit, the teacher starts by recalling on the life of Muhammad and values that characterized him in his life. Slowly draws pupils' attention on the history of Islam which started with enlightenment of Muhammad. Pupils are allowed to tell what they know about the beginning of Islam. The teacher analyses their answers and builds on them to highlight history of Islam

4.5. List of lessons

| Lesson title | | Learning objectives | No of periods |
|--------------|------------------------------------|--|---------------|
| 1 | Life of Arabs before Muhammad | <p>Knowledge and understanding: State the life of Arabs before Muhammad</p> <p>Skills: Explain the darkness of life of Arabs before prophet Muhammad</p> <p>Attitude and values: Avoid what is bad and strive to do what is good</p> | 1 |
| 2 | Revelation to the prophet Muhammad | <p>Knowledge and understanding: Identify the message revealed to Muhammad</p> <p>Skills: Describe the events of revelation to Muhammad</p> <p>Attitude and values: Believe in the revealed message to Muhammad</p> | 1 |
| 3 | Birth of Islam | <p>Knowledge and understanding: briefly explain how Islam started as a religion</p> <p>Skills: Describe major events in the start of Islam as a religion</p> <p>Attitudes and values: Believe and follow faithfully the teachings of Islam in everyday life</p> | 1 |
| 4 | Life of First Caliphs | <p>Knowledge and understanding: state the life of first caliphs</p> <p>Skills: Describe how Islam spread in its first ages</p> <p>Attitudes and values: Take positive actions in teaching people about God</p> | 1 |
| 5 | End unit assessment | | 1 |

4.6. Guidance to the lessons

4.6.1 Life of Arabs before Muhammad

Learning objectives

Knowledge and understanding: State the life of Arabs before Muhammad

Skills: Explain the darkness of life of Arabs before prophet Muhammad

Attitude and values: Avoid what is bad and strive to do what is good

Teaching and learning materials: History of Islam, Pictures, short movies animated :

Methodology

Introduction/Revision

The teacher starts his or her lesson by recalling on the life of Muhammad and some values that characterized him. Pupils will narrate what they know about his life before and after revelation. The teacher draws pupil's attention on the how Arabs lived before revelation and pupils will list good and bad practices of Arabs before Muhammad. Emphasize that one of the main purpose of revelation was to teach Arabs to change their behavior and practices. Summarize the lesson and allow pupils to keep key information of the lesson. .

Answers to the learning activity 4.1

There is no precise answer to this questions,. Pupils will give mixed information but as professional teacher keep what is relevant. Among answers the life of

Arabs before Muhammad was marked by violence, violations/abuse of rights of Women, worshiping idols, conflicts, wars, killings, corruptions among others.

Answers to the application activity 4.2

Refer to the pupil's book 4.1 and verify if pupils came out with the right required elements of Arabs practices before Muhammad.

4.6.2 Revelation of Muhammad

Learning objectives

Knowledge and understanding: Identify the message revealed to Muhammad

Skills: Describe the events of revelation to Muhammad

Attitude and values: Believe in the revealed message to Muhammad

Teaching and learning materials: Qur'an, hadith of Muhammad

Methodology

Introduction/lesson delivery

Recalls the event of revelation of Muhammad. Let pupils remember how it happened. Let pupils work in pairs describing how the revelation happened and the key message that God passed to Muhammad through Angel Gabriel. Remember some concepts may be difficult to learners, explain difficult concepts. Let pupils present their findings. Analyze them and keep what is essential and relevant to the lesson. Help pupils to keep the key message and information on the lesson learnt.

Answers to the learning activity 4.2

Pupils may not be orderly in their answers, summarize and highlight the following: God revealed himself to Muhammad and through Angel Gabriel passed the following message that was to be communicated to all people:

Tell people to believe in One God, stop worshiping idols, stop killings of young girls, teach humility and tolerance, abolish fornication, stealing, alcoholism, corruption, giving freedom to the oppressed, teaching freedom of all creatures, make five prayers a day.

Answers to the Application activity: 4.2

Refer to the pupil's book on 4.2

4.6.3 Birth of Islam

Learning activities:

Knowledge and understanding: briefly explain how Islam started as a religion

Skills: Describe major events in the start of Islam as a religion

Attitudes and values: Believe and follow faithfully the teachings of Islam in everyday life

Teaching and learning materials: Qur'an, hadith of prophet Muhammad **b. Methodology**

Recalls the event of revelation of Muhammad. Let pupils remember how it happened. Let pupils work in pairs describing how Islam started and how the first Arabs converted to Islam. Remember some concepts may be difficult to learners, explain difficult concepts. Let pupils present their findings. Insist on the fact that in its initial start Islam was practiced secretly and explain how it came to be practiced officially. Analyze them and keep what is essential and relevant to the lesson. Help pupils to keep the key message and information on the lesson learnt.

Answers to the Learning activity 4.3

There is no direct answer to this question. As a professional teacher, analyze and keep what is essential. Highlight that after revelation, people converted to the new teachings of Islam.

Answers to the application activity 4.3

Islam was practiced secretly because Arabs did not receive the new teachings revealed to Muhammad peacefully. They resisted and persecuted those who taught Islam. However, it was practiced publicly with the conversion of Bin Hitwab, who was a great and wealthy man at that time.

4.6.4 Life of first 4 caliphs who converted to Islam

Learning activity

Knowledge and understanding: state the life of first caliphs

Skills: Describe how Islam spread in its first ages

Attitudes and values: Take positive actions in teaching people about God

Teaching and learning materials: Qur'an, hadith of Muhammad

Methodology

Introduction/Lesson delivery

Recalls information on birth of Islam. Let pupils remember how Islam was practiced in its beginning. Let pupils brainstorm on the first people who converted to Islam Remember some concepts may be difficult to learners, explain difficult concepts and right pronunciation. Let pupils present their findings. Insist on the fact that first followers of Muhammad were faithful to teaching of Islam. They worked hard to expand it all over the world.

Answers to the learning activity 4.4

The pupils may give many answers but the following names are part of the answers for both learning and application activity 4.4

Uthuman Bun Afan :

Ali Bun Twalib :

Bilali Bun Rabh :

Abubakar Swikid

4.7 Summary of the Unit

Refer to the pupil book Unit 4

4.8 Answers to the End unit assessment

The life of Arabs before Muhammad was marked by violence, violations of rights of Women, worshipping idols, conflicts, wars,

killings, corruptions among others

Angel Gabriel Appeared to Muhammad at Hira in the tunnel, because he was bringing the message from God

4.9 Additional information to the teacher

As a professional teacher, read more on some chapters in relation to the life of Muhammad and the first followers.

4.10 Additional activities

In order to help all pupils to reach the key unit competence and as a professional teacher, plan additional activities as follows:

Activities for consolidation: this will help pupils to keep information and acquire competences

Activities for remediation: this will help the slow learners to also reach the desired level of competence

Activities for extension: These are higher activities for the most talented and gifted pupils.

UNIT

5

RELATIONSHIP BETWEEN A MUSLIM AND A NON MUSLIM

5.1. Key unit competence

By the end of this unit, the pupils will be able to respect everyone without discrimination and respect golden rule.

5.2. Prerequisite

Before undertaking this unit, the pupils should have prior Knowledge on how to live peacefully with others.

5.3. Cross-cutting issues

Inclusive education : The teacher emphasizes on the human interdependence and helps learners to avoid any form of discrimination more especially that which is based on Religion.

Peace and values education: the teacher emphasizes on the mutual respect and respect for other's people's beliefs which is key to creating unity and living together peacefully.

5.4. Guidance to the introductory activity

The activity is done in groups, give out required materials to perform the task, facilitate the group work by providing clear instructions. Let pupils present their findings, supplement their ideas after analysis and obtaining strong points related to the lesson. Summarize and help learners to discover that mutual respect is a key to peaceful coexistence in the society and at school.

5.5. List of lessons

| | Unit title | Learning objectives | No of periods |
|---|--|---|---------------|
| 1 | God created different people so that they complement one another | <p>Knowledge and understanding: Identify forms of discrimination that people should avoid</p> <p>Skills: Analyzing consequences of discrimination, and the advantage of unity and inclusion</p> <p>Values: live well with others and take positive actions geared to promote unity in the society.</p> | 2 |
| 2 | To love others as you love yourself | <p>Knowledge and understanding: explain what to love another as you love yourself means</p> <p>Skills: Show consequences of discrimination in the society</p> <p>Attitude and values: Live well with others in the society</p> | 2 |
| 3 | Respect for all people in all times | <p>Knowledge and understanding: Kwirinda icyabangamira abandi</p> <p>Skills: identify values that show respect of all people.</p> <p>Attitudes and values: Respect all people</p> | 1 |
| 4 | End unit assessment | | 1 |

5.6. Guidance to the lessons

5.61 God created different people so that they complement one another

Learning objectives

Knowledge and understanding: Identify forms of discrimination that people should avoid

Skills: Analyzing consequences of discrimination, and the advantage of unity and inclusion

Values: live well with others and take positive actions geared to promote unity in the society.

Teaching and learning Materials:

Methodology

The introductory activity is done in groups, allow learners to discuss values that characterizes the relationship between a Muslim and a non Muslim. Their ideas may not be in order facilitate them to order them and only keep what is relevant to the lessons. In the learning activity help pupils to understand well the concept difference and allow them to realize that difference is not a problem but a value that people should benefit from. After the lesson summarize the lesson and let learners keep what is essential and important to the lesson.

Answers to the learning activity 5.1

There is no precise answer to learning activity questions. Examine the pupils answers and keep what is relevant. Among the answers make sure that pupils highlight that being different enhance complementarity and interdependence in the society.

Answers to the application activity 5.1

Activities people must have to enhance unity include, helping one another, respecting everyone, respect of human rights, Justice, loving one another, mutual understanding among others.

5.6.2 Love others as you love yourself

Learning objectives

Knowledge and understanding: Explain what to love another as you love yourself means

Skills: Show consequences of discrimination in the society

Attitude and values: Live well with others in the society

Teaching and learning Materials : Quran, hadiths of the prophet Muhammad

Methodology

The learning activity is done in groups, allow learners to discuss the meaning of "to love others as you love yourself. Their ideas may not be in order, help them to order them and only keep what is relevant to the lessons. In the learning activity help pupils to understand well the concept love and allow them to realize that difference is not a problem but a value that people should benefit from. Let them also identify activities which show that people love one another. After the lesson summarize the lesson and let learners keep what is essential and important to the lesson.

Answers to the learning activity 5.2

Activities people must do to show love to others include helping one another, being just, show tolerance, solving conflict peacefully, mutual respect, respect of human rights, understanding among others.

Answers to the application activity 5.2

The pupil will give different ideas on what to love your neighbor as yourself means. Try to examine their examples and facilitate to keep main idea. They may choose a scope (home, school, community). Living in peace, sharing, helping one another, respecting one another, are important among the answers.

5.6.3 Respect for all people in all times

Learning activities :

Knowledge and understanding: Kwirinda icyabangamira abandi

Skills: identify values that show respect of all people. Kubaha abakuru, abato ndetse n'abikigero kimwe

Attitudes and values: Respect all people

Teaching and learning Materials

Methodology

The teacher read loudly the case study about Halima. The pupils are listening attentively. After he or she asks questions about the story of Halima. Pupil will give different answers on the lesson learnt from the story. The teacher summarizes them and keeps what is relevant to the lesson. After the lesson summarize the lesson and let learners keep what is essential and important to the lesson.

Answers to the learning activity 5.3

Halima is like by the neighbors because he like to talk and plan with her children, she respects all people. The lesson we can learn from her is to respect all people.

Answers to the application activity 5.3

5.7. The summary of the Unit

Respect is a value that people should have. The Muslims must lived peaceful with non Muslim because they were all created by one God. They should learn how to accept each other. They should love others as they love themselves. This love is shown in different activities and behaviors such as sharing, tolerance, respect of human dignity and human rights, solving conflict peacefully among others

5.8 Additional information for the teacher

Read in the Qur'an chapters that are related to the unit on relationship between Muslim and Non Muslim. Read also hadith of Muhammad and other stories of first followers of Muhammad`

5.9 Answers to the end unit assessment

To love others as you love yourself means to avoid harming them, helping them sharing with them.

Actions that are done to show perfect love to people is helping them, sharing with them, living with them in peace, respecting them,...

It is good to respect all people because it is to show that we love them

To live in peace means to live without any problem.

5.10 Additional activities

The additional activities are important in helping all pupils to acquire competences. They help a teacher to support all pupils in the learning process. hence, as a professional teacher be creative and innovative to prepare these activities for the categories of pupils depending on the learning pace.

Activities for consolidation: these are for retention of information and acquisition of competences

Activities for remediation: these are activities for the pupils with learning difficulties

Activities for extension: these are activities for the talented and gifted pupils.